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PERSONAL TYPEWRITING--A FOLLOW-UP STUDY

by

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CHAPTER I

THE PROBLEM

One of the objectives of business education is the personal-use objective—"The schools should give the pupil an opportunity to develop a satisfactory degree of proficiency in the use of one or more of the business skills to meet his nonvocational, personal needs."¹

In Business Education, Basic Principles and Trends, Tonne says:

It must be recognized that such subjects as typing and book-keeping may be taken by a great many pupils for nonvocational purposes, or at least without thought of entering immediately on employment in which such knowledge and skills would be used. Skill in typing, for example, is today of perhaps as much general social utility as skill in handwriting. . . . The time is undoubtedly not far distant when ability to use a typewriter skillfully will be as much or more a test of literacy as ability to write a good hand.²

Later in the same reference Tonne says:

A considerable proportion of typewriting students take the subject with little or no intention of using it vocationally. This nonvocational group is increasing, for the development of portable typewriters has encouraged the use of the typewriter in the home.³

According to Odell and Stuart:

There certainly is a growing demand for typewriting for other than vocational purposes. Typewritten personal notes are

¹ Eastern Commercial Teachers Association and National Business Teachers Association, Appraising Business Education, American Business Education Yearbook, Vol. III, Somerville: 1947, p. 18.

² Herbert A. Tonne, Business Education, Basic Principles and Trends, The Gregg Publishing Company, New York: 1939, pp. 60-61.

³ Ibid., p. 195.

coming to be accepted as good usage. Many college and university instructors require that all work turned in to them shall be typewritten....It is increasingly recognized that college preparatory students should acquire skill in typewriting during their high school course. Ability to typewrite, in fact, may be said to constitute a necessary college study tool. Typewriting is also becoming a popular elective of non-commercial, non-college preparatory high-school students.¹

In Improvement of Instruction in Typewriting, Blackstone and Smith comment:

Much has been said about noncommercial students taking typing for their personal use. In most schools no distinction has thus far been made in the instruction provided for those students planning to become skilled operators and for those planning to use the machine for incidental purposes. Such a distinction should be made, however, for two groups should have the same instruction only if their objectives are similar.²

One step in the direction of the distinction suggested by Blackstone and Smith was made in Durham High School in 1947, when an elective course in personal typewriting was added to the curriculum. Until September, 1947, only those pupils who were taking the stenographic course were admitted to the typewriting classes; therefore, pupils frequently took one year of shorthand in order to learn to typewrite, although they did not desire to pursue a stenographic course. The course in personal typewriting was intended to meet the needs and desires of those pupils who wanted to learn to typewrite but who did not wish to enroll in Typing I, which was and is open only to stenographic pupils.

¹ William R. Odell and Esta Ross Stuart, Principles and Techniques for Directing the Learning of Typewriting, Boston: D. C. Heath & Co., 1935, pp. 233-234.

² E. G. Blackstone and S. L. Smith, Improvement of Instruction in Typewriting, New York: Prentice-Hall, Inc., 1937, p. 19.

Scope and Purpose of the Study

At the time this study was begun (spring 1949), the personal typewriting course had been in operation at Durham High School two years. This study is, therefore, limited to those pupils who took personal typewriting in Durham High School during the school years 1947-1948 and 1948-1949. During these two years, 52 boys and 124 girls, a total of 176, were enrolled in personal typewriting. Eighty-six pupils were enrolled in 1947-1948, and 90 pupils were enrolled in 1948-1949. Five pupils were eliminated from this study because of irregularities such as death or a year of vocational typewriting previous to the year of personal-use typewriting. This left a possible group of 171 individuals to be included in the study.

The purpose of this study is to appraise the content of the course in personal typewriting in Durham High School on the basis of a follow-up study of the pupils who were enrolled in personal typewriting during 1947-1948 and 1948-1949. It was desired to discover the uses made of the typewriter by these individuals and the adequacy of the course in meeting their needs.

More specifically, the study attempts to appraise the following aspects of personal typewriting in Durham High School:

1. The extent of use of the typewriter for: (a) personal use; (b) vocational use; and (c) outside-for-pay use.
2. The kinds of typewriting done for: (a) personal use; (b) vocational use; and (c) outside-for-pay use.
3. The availability of typewriters for personal use.
4. The adequacy of instructional time allocated to the various typewriting activities and applications.

Background of the Study

In order that the reader may have a clearer understanding of the problem and the information revealed by this study, some background information about Durham and Durham High School is given here.

Durham is located in the north central part of North Carolina, in the approximate center of the South Atlantic States. It is the county seat and only municipality of Durham County, with an area of 12.8 square miles and a population of 70,307. The estimated population of its metropolitan area is 83,500. Its retail trade area extends 25 to 40 miles, with a population of 250,000.

Durham ranks second in the state in manufactures, with a total annual pay roll of about \$100,000,000. Because Durham and its surrounding area produce mainly consumers' goods, it is relatively free from depression influences. It is strategically located for distribution for North Carolina, South Carolina, and Virginia. It is the chief medical center south of Baltimore.¹

In 1949-1950, there were 5,756 pupils in the public white schools of Durham. Of these 5,756 pupils, there were 1,438 enrolled in the junior and senior high schools. Durham High School is the only white senior high school in the city and is made up of the pupils in the tenth, eleventh, and twelfth grades. During the school year 1947-1948, there was an enrollment of 917; during the school year 1948-1949, there was a total enrollment of 958. In June, 1948, there were 200 graduates,

¹ Durham Chamber of Commerce: Durham, North Carolina, An Economic Summary, Durham, 1950.

49.0 per cent of whom planned to go to college. In June, 1949, there were 240 pupils who graduated from Durham High School. Of these 240 pupils, 54.5 per cent planned to attend college.¹

Durham High School is accredited by the North Carolina Department of Public Instruction and by the Southern Association of Secondary Schools and Colleges. Copies of the course of study and the requirements for graduation are included in the Appendix.

Description of the Course in Personal Typewriting. In September, 1947, a two-semester elective course in personal-use typewriting was added to the curriculum of Durham High School. The purpose was to meet the needs of pupils who wished to learn to typewrite but who did not wish to take the stenographic course.

The textbook used in personal typewriting and vocational typewriting classes was 20th Century Typewriting, 5th Edition, by Lessenberry and Crawford.² In the personal typewriting course, this textbook was supplemented by selections from Stuart Typing³ and by mimeographed materials.

During the first semester, the personal-use and the vocational typewriting courses covered the same basic materials, so that a pupil who desired to drop vocational typewriting at the end of the first semester could transfer to personal typewriting without loss of typewriting credit. During the first semester, both classes covered the work of

¹ C. E. Cooke, Principal's General Annual Report for School Year 1948-1949, Durham: 1949, p. 43.

² D. D. Lessenberry and T. James Crawford, 20th Century Typewriting, 5th Edition, Cincinnati: South-Western Publishing Company, 1947.

³ Esta Ross Stuart, Stuart Typing, New York: D. C. Heath & Co., 1936.

Part I in the textbook; however, the personal typewriting classes were given less speed work (Lessons 64 to 75 in only 5 days instead of 12 days), in order to allow time for personal application of the skills gained through typewriting the exercises in the textbook. The lessons on personal-use typewriting (Lessons 21 to 27 and 54 to 63) were supplemented by assignments that gave practice in personal letters and notes, original handwritten and unarranged copy, dictation at the machine, and chain feeding envelopes. At Christmas time, the pupils in personal typewriting made typewritten Christmas designs, programs, or invitations; and during the last weeks of the semester they were encouraged to bring to class and typewrite their own letters and class notes. During the first semester, the pupils were taught how to change the typewriter ribbon, how to correct typographical errors by erasing, crowding and spreading letters, and how to use carbon paper.

In the second semester, the personal typewriting classes concentrated on the personal-use phases of typewriting, using 20th Century Typewriting, Stuart Typing, and mimeographed materials.

In Parts II, III, and IV of 20th Century Typewriting, sections 11-13, 24, 33-44, and 46 were omitted.

In Stuart Typing, Part I, the character and figure drills, 5 timed writings, and 5 model letters were used; in Part II, the 6 model letters, the rough drafts on pages 112, 114, 126, 135-136, 150, 160-161, and 169 were used. In addition, manuscripts, pages 122-124; postal cards, pages 151-152; and letters on pages 102, 116, 125, 129, 130, 132-133, and 180 were used.

Mimeographed directions were given for expanding instruction and practice beyond the textbook for the following: bibliographies, book

reports, manuscripts with and without footnotes, tabulations using ruled lines, original telegraphic messages, postal cards, and filling in of business forms.

At the end of the year, each personal-typewriting pupil made a booklet of the various letter styles and of manuscript forms and styles. During the entire second semester, they were encouraged to bring to class their own letters and work for other classes to typewrite.

Table No. I, on page 8, gives the approximate class time allowed for the various typewriting applications.

The class periods were 50-55 minutes long, and the class met one period a day, five days a week. Pupils were not required to do homework for typewriting. At such times during the activity period and after school when a teacher could arrange to be present, the pupils could make up work missed or do additional practice.

Sources of Data and Procedures

The official school records, the teacher's grade book, and a questionnaire sent to each person to be included in the study comprise the sources of the data for this study.

A list of names and addresses of pupils who took personal typewriting during 1947-1948 and 1948-1949 was compiled from the permanent record cards of Durham High School and confirmed by the teacher's grade book. The telephone and city directories were consulted and any needed changes in addresses were made. Then file cards were made out for the individuals to facilitate addressing envelopes, checking returns, and following up the questionnaires when necessary.

TABLE I
AMOUNT OF CLASS TIME ALLOCATED TO TYPEWRITING ACTIVITIES

Typewriting Activity	Approximate Class Time
Outlines	45 minutes
Poetry	30 minutes
School homework	Variable
Radio, play scripts	1 hour
Bibliographies	1 hour
Manuscripts without footnotes	4 hours and 45 minutes
Manuscripts with footnotes	2 hours and 30 minutes
Personal letters	1 hour and 30 minutes
Personal business letters	1 hour
Lists (as such)	No time
Legal documents--copying	No time
Club work	2 hours and 15 minutes
Program booklets	1 hour
Menus (no recipes)	15 minutes
Labels	No time
Index cards	20 minutes
Postal cards (including original messages)	1 hour
Envelopes in quantity	1 hour
Telegrams (including original messages)	1 hour
Rough drafts	3 hours
Charts, graphs	No time
Mailing lists	No time
Form letters--typing	No time
Form letters--filling in	No time
Financial reports	No time
Simple tabulations	3 hours
Stencils (1 cut and run off by each pupil)	1 hour
Applications, data sheet (including original)	1 hour and 30 minutes
Composition at the machine (letters, themes)	2 hours
Dictation at the machine (directions, notes)	3 hours
Transcription of dictating machine records	No time
Prepared forms--filling in	50 minutes
Business letters	
Full block	45 minutes
Modified block	3 hours
Indented	1 hour and 20 minutes
Hanging indention	45 minutes
Simplified	30 minutes
Interoffice communications	30 minutes
Two-page	1 hour

The content of the questionnaire in the main was based upon the personal typewriting course of study in Durham High School. All items on the questionnaire except acceptances, regrets, lists, legal documents, write-up for newspapers, menus, and recipes, labels, charts and graphs, mailing lists, form letters, financial reports, master copies for other duplicating, transcription of dictating machine records, and filling in of invoices and statements were based on the content of the personal typewriting course of study. These additional items were taken from the North Carolina course of study and courses of study of several other states, and from several textbooks. The questionnaire was not limited to the personal typewriting course of study because it was desired to include all possible applications of the typewriter for personal and vocational uses, since there was evidence that some pupils were taking the course for vocational reasons.

Questions were made out for the items of information desired, with short check lists used wherever possible. The tentative questionnaire was submitted to four business teachers of Durham High School and to the department head and a graduate faculty member of the Business Education Department of the Woman's College of the University of North Carolina for suggestions and criticism. Revisions were made in accordance with their suggestions. A copy of the revised questionnaire is included in the appendix.

The tentative questionnaire was next duplicated for distribution. At a meeting called by the principal of Durham High School, duplicated copies of the tentative questionnaire were distributed to all pupils present that day who had taken personal typewriting during 1947-1948 and 1948-1949. The purpose of the questionnaire was explained and an

opportunity to ask questions was given. Few questions were asked, and the pupils seemed to have no difficulty in responding to the questionnaire. Some of the pupils completed and returned the questionnaires at that meeting within a reasonable time and with no apparent difficulty; others filled them out and returned them later.

After this meeting, the questionnaire, together with a stamped return envelope, a letter from the principal, and a letter of transmittal, was mailed to the individuals not present at the meeting.

All individuals who had not returned the questionnaire at the end of one week were contacted. Those who had telephones were called; postal cards were sent to the others. A second copy of the questionnaire was mailed to the individuals who had failed to receive the first copy or who had lost it. After two more weeks, a second letter and a copy of the questionnaire were mailed to all individuals who had not yet responded. These efforts resulted in the receipt of usable questionnaires from 135 persons, or a return of 79 per cent.

Related Studies

The following indexes and bibliographies were searched for studies related to personal-use typewriting in high school: The Delta Pi Epsilon Bibliography of Research Studies in Business Education 1920-1940; Indiana University Study No. 32, Bibliography of Research Studies in Business Education 1941-1948; the Business Education Index for the years 1941-1950; issues of The National Association of Business Teacher-Training-Institute Bulletin which list research studies in progress and completed--numbers 3, 5, 9, 11, 15, 17, 20, 24, 27, 28, 33, 36, 39, 42, 45, and 51. Only those studies which, from their titles, appeared

to concern themselves with personal-use typewriting were considered to be of particular value to this study. Ten such studies were identified, of which seven are reviewed in connection with this study.

Scholl¹ made a study in 1936 of 167 graduates of 30 Illinois high schools to see whether it would be desirable to offer a course in personal-use typewriting in the high schools of Illinois and, if so, what skills should be taught. She found that, of the 167 graduates who studied typewriting in high school during the years 1934 to 1936, 69.2 per cent of the 117 employed and 64.0 per cent of the 50 unemployed used the typewriter for personal use; that 29.9 per cent of these employed and 32.0 per cent of these unemployed owned typewriters. Correspondence was the only personal use of the typewriter by at least 50 per cent of those surveyed; less frequently reported personal uses were typewriting themes, theses, articles, and other manuscripts, and copying from straight material. Her recommendations for personal-use typewriting were:

Since the typewriter was used so much for personal benefit, it is recommended that a course in personal-use typewriting be a part of the commercial curriculum. It is suggested, however, that before making this addition, each commercial teacher or supervisor make a study of his own community in order to determine whether it is best to make this the only typewriting course offered, or whether it should be offered in addition to the vocational course. . . .

If the course is offered for personal use, it is suggested that special emphasis be placed on teaching correspondence; the typing of themes, theses, articles, and other manuscripts; and copying from straight material. Since most of the other uses were needed by a few persons, they should be introduced so that

¹ Charlotte M. Scholl, "A Study of the Personal Use of the Typewriter," unpublished master's thesis, Colorado State College of Education, Greeley, Colorado, 1936.

the student can become acquainted with them, but not much time should be used on any one of them.¹

A survey of 109 graduates who had studied typewriting in Riverview Gardens High School at some time during the years 1932 to 1937 was reported in 1942 by Fulkerson.² She desired to determine the specific personal or nonvocational uses of the typewriter made by these graduates as a basis for determining the content of typewriting courses to be offered in the Riverview Gardens High School.

She found that nearly all the graduates who had studied typewriting used the typewriter for personal use and that the skills most frequently used were those related to typewriting business letters, using carbon paper, copying straight material, erasing, caring for the typewriter, and writing personal letters. She recommended:

That. . .training be provided by offering a course in personal-use typewriting for at least one semester each year. Skills to be emphasized in such a course should be those commonly needed and used by students both in school and after graduation. Less emphasis should be given skills not commonly used and apparently not needed.

Further research concerning personal-use skills in typewriting, selection of personal-use typewriting course content, and course organization is needed. Analysis of personal uses made of the typewriter by students still in high school would be of value in pointing out personal-use skills immediately of need and value to high school students. Such research would help the school meet realistic and actual specific needs of the students and community it serves.

Skills seldom used should not receive undue emphasis. However, a danger exists in selecting course content solely in terms of skills shown to be commonly used. Certain skills not commonly used might be of more general value had they been adequately

¹ Ibid., p. 72-73.

² Lucile Fulkerson, "The Uses of Typewriting Skills Made by High School Graduates," unpublished master's thesis, Colorado State College of Education, Greeley, Colorado, 1942.

taught. Another danger exists in selecting content in terms of deferred needs alone. Personal-use courses should supply the skills immediately needed by the pupil for effective personal use of the typewriter both in school and after graduation.¹

A study was made in 1947 by Kosmata² to determine whether it would be advisable to require a course in personal-use typewriting of all students. She consulted 212 Greeley, Colorado, high school students who had studied typewriting, 25 parents, and 100 business people of Greeley, and 105 principals of schools in twelve states. She found that more than 75 per cent of the students used the typewriter for personal use and expressed a need for such a course and that most of them favored a one-year course in personal typewriting. Of the 100 business people of Greeley representing various occupational fields, 89 per cent favored a required course in personal-use typewriting. Over 50 per cent of the principals recommended a personal-use typewriting course as an elective, but not a required course, in addition to the regular typewriting course. She also found that the students who had had the most training in typewriting used the typewriter most often for personal use. She recommended:

- a. That a course in personal-use typing in addition to a regular beginning course be included in the curriculum, the length of this course to be determined by further research. . .
- b. That the personal-use typing course be an elective.
- c. That more careful guidance be given in the registration of students in order that those who need and desire a course in personal-use typing have the opportunity to include it in their program.

¹ Ibid., pp. 8-9.

² Marie Kosmata, "Personal-Use Typewriting as a Required Subject," unpublished master's thesis, Colorado State College of Education, Greeley, Colorado, 1947.

- d. That a non-vocational text, with special emphasis given to correspondence, be used for the personal-use typing course.
- e. That some provision be made, by the school, to have typewriters available for personal-use typing for those students who do not have easy access to typewriters.¹

In 1948 Foster² made a study of 735 pupils who were studying typewriting in several white secondary schools, with special emphasis on uses other than vocational skill values. She wished to provide teachers with facts for counseling pupils whether to study typewriting for personal use, and to determine whether the time spent in a nonvocational typewriting class was justified. She found that slightly more than 40 per cent of the pupils were studying typewriting for other than vocational reasons. Only 14.7 per cent of the 735 pupils used a typewriter often outside of class, while about 50 per cent used a typewriter occasionally or seldom. Thirty per cent made no use of a typewriter outside of class. However, about 70 per cent indicated they would use a typewriter more often if a machine were accessible. About 50 per cent had made personal use of their typewriting skill in typewriting business letters, personal letters, papers for other classes, and work for friends. Thirty per cent composed at the typewriter. Approximately 90 per cent believed they had become neater, had developed the ability to concentrate, and had acquired the ability to evaluate themselves better. Her pertinent conclusions may be summarized as follows: The pupils were not making enough use of their typewriting skill outside of the classroom, so this application of the skill probably had not been stressed

¹ Ibid., p. 87.

² Katharine Lenora Foster, "The Values of Typewriting to a Non-Business Major on the Secondary-School Level," unpublished master's thesis, University of Tennessee, Knoxville, Tennessee, 1948.

sufficiently. At least a part of the classes should be planned to include personal-use aims. The content of the course in typewriting which includes personal or vocational use measures up to a standard that warrants its being required as a part of the education of all pupils.

In 1948, Greene¹ surveyed 135 graduates of Sanderson, Macclenny, and Columbia, Florida, high schools to obtain an estimate of the percentage of students who used their typewriting skill vocationally and nonvocationally, so as to help teachers plan their courses of study to meet adequately the needs of the greatest number of their pupils. He found that 63 per cent of the 135 pupils surveyed thought that they had developed vocational competency and that more than 60 per cent stated they would use a typewriter for personal use, if one were available, for personal letters, business letters, skill improvement, reports, records, and school work. He therefore recommended that more emphasis be placed on personal-use typewriting during the first year but that no separate personal-use typewriting course be offered. He would limit the second-year course in typewriting to the development of vocationally competent typists and would integrate advanced typewriting and shorthand. In regard to personal-use typewriting he concluded:

Since the personal use of typewriting skill is an important objective of the typewriting course, the school should provide a sufficient number of typewriters so that the typewriting course can be made available to all individuals who are physically and emotionally able to undertake this study.

¹ Edgar Lee Greene, Jr., "A Study of the Uses of Typewriting by High School Graduates," unpublished master's thesis, University of Florida, 1948.

It is further recommended that the schools provide some place where the pupils under proper supervision and guidance may be given an opportunity to use the typewriting skill they have developed according to their own personal needs, interests, and desires. . . .It is necessary to do this because a large number of pupils do not have typewriters in their homes, and it is certainly uneconomical to teach an individual a skill and not give him ample opportunity to use that skill.¹

In "An Analytical Study of the Applied Usages of Typewriting Skill as Reported by Five Hundred Men," Schneider found:

That typewriting has use in the after-school life of the individual is amply attested by the evidence of this study. The fact that approximately 80 per cent of those who studied typewriting found use for it in their everyday lives is of significance. The validity of the specific personal-use and vocational-use objectives of typewriting as stated for the secondary school appear to be valid based upon the evidence presented in this study.²

In 1949, McCracken³ investigated the various ways of providing for personal-use typewriting in the public secondary schools of Iowa. Questionnaires were sent to 289 Iowa schools chosen by a random selection of every third school in the Iowa Educational Directory; 204 of the returned questionnaires were used in the study. She found that personal-use pupils received instruction in typewriting in classes with vocational-use pupils in 77 per cent of the schools. A separate course was offered in less than 10 per cent of the schools. In the combined classes over 50 per cent of the pupils were taking the course for personal use. Of the 20 personal-use courses, 40 per cent were one-semester courses and

¹ Ibid., pp. 98-99.

² Rose Ann Schneider, "An Analytical Study of the Applied Usages of Typewriting Skill as Reported by Five Hundred Men," National Business Education Quarterly, October, 1948, p. 45.

³ Helen Lenore McCracken, "The Status of Personal-Use Typewriting in the Public High Schools of Iowa," unpublished master's thesis, State University of Iowa, Iowa City, Iowa, 1949.

60 per cent were two-semester courses. Typewriters were available for the pupils to use sometime during the school day, other than class time, in approximately 86 per cent of the schools. About 30 per cent of the enrollment in typewriting classes had access to typewriters at home. Nineteen of the teachers of a separate personal-use typewriting course found it satisfactory, while about 73 per cent of the 157 teachers of a combined class liked the arrangement. According to the opinions of the teachers, the essential topics for personal-use typewriting pupils are operation of the machine, care of the machine, centering, tabulation, addressing envelopes, personal and business letters, simple manuscripts, use of the eraser, and changing typewriter ribbons.

McCracken recommended that the first-year course in the small high school provide for both personal-use and vocational pupils. When a separate personal-use typewriting course is offered, she thought it should be one semester in length.

CHAPTER II

FINDINGS

One hundred thirty-five of a possible 171 individuals, 79 per cent, returned usable questionnaires. Thirty-four, or 68 per cent of the 50 boys, and 101, or 84 per cent of the 121 girls, returned the questionnaires.

Table II shows the number and the percentage responding by year and sex.

TABLE II
RESPONSES BY YEAR AND SEX

Year	Number in Class			Number Responding			Per Cent Responding		
	M	F	T	M	F	T	M	F	T
1947-1948	24	59	83	15	46	61	63	78	73
1948-1949	26	62	88	19	55	74	73	89	84
Both Years	50	121	171	34	101	135	68	84	79

The 135 respondents included 4 individuals who had taken personal typewriting in the tenth grade, 56 individuals who had taken personal typewriting in the eleventh grade, and 75 individuals who had taken the course in the twelfth grade. This distribution reflected the fact that preference in enrollment was given to eleventh and twelfth grade pupils, since the school was unable to meet the demand for the course.

Of the 135 respondents, 20 took personal typewriting the first semester only for the following reasons: 7 left school because of graduation at the end of the first semester, transfer, or discontinuation of

schooling; 7 discontinued the course because of dissatisfaction with grades, lack of interest, or lack of success in the course; 6 dropped the course because of schedule changes. These individuals were included in the study since 11 of the 20 reported personal use of the typewriter, 6 reported on-the-job use of the typewriter, and 14 made recommendations for improving the course.

The tabulation of the answers to the question, "What are you doing now?" revealed three well-defined groups: college, high school, and full-time working. One hundred eighteen of the respondents were in these three groups. The remaining 17 individuals were engaged in miscellaneous activities. In addition to tabulating the data for the entire population, the data were tabulated according to these four classifications for purposes of comparison. Table III shows the distribution according to these four classifications.

TABLE III
DISTRIBUTION OF THE 135 RESPONDENTS INTO FOUR GROUPS

	Total Population	College Group	High School Group	Full-time Working Group	Miscellaneous Group
Boys	34	20	6	7	1
Girls	101	29	22	34	16
Total	135	49	28	41	17

Of the 135 respondents, 49 or 36 per cent were in college, 28 or 21 per cent were in high school, 41 or 30 per cent were working full time, and 17 or 13 per cent were engaged in miscellaneous activities.

A preliminary study of the data revealed no appreciable differences between the responses of boys and girls. The raw data in the tables

in the Appendix, however, show the responses of boys and girls separately. From this point, no differentiation between the responses of boys and girls is made.

In order to check on possible vocational aims of those taking personal typewriting, the individuals were asked to state what business subjects they had taken in high school. Table IV gives this information.

TABLE IV
BUSINESS SUBJECTS TAKEN IN HIGH SCHOOL

Subject	Total Population (135)		College Group (49)		High School Group (28)		Full-time Working Group (41)		Miscel- laneous Group (17)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Bookkeeping I	57	42	8	16	14	50	30	73	5	29
General Business	35	26	6	12	8	29	17	41	4	24
Business Arithmetic	21	16	3	6	11	39	6	15	1	6
Bookkeeping II	14	10	3	6	6	21	5	12	0	0
Business Law	12	9	2	4	1	4	0	0	9	53
Typing I	11	8	1	2	3	11	1	2	6	35
Shorthand I	5	4	0	0	2	7	2	5	1	6

A comparatively small percentage of the total population took the courses, Bookkeeping II, Typing I, and Shorthand I, which are considered specifically vocational. This in itself throws little light on the question as to whether they took personal typewriting for vocational purposes. The writer's personal acquaintance with the pupils enrolled in the classes provides evidence that some of the pupils were enrolled for vocational reasons.

Availability and Use of the Typewriter. Table V shows the description and location of typewriters available for the personal use of the 135 respondents.

TABLE V

DESCRIPTION AND LOCATION OF TYPEWRITERS AVAILABLE FOR PERSONAL USE

Location	Total	Style of Machine			Type		
		Standard	Portable	Not Specified	Pica	Elite	Not Specified
At home	78	34	42	2	41	24	13
Elsewhere	34	16	15	3	16	13	5
Total	112	50	57	5	57	37	18

Of the 112 typewriters available for personal use, 78 were in the homes of the respondents. Thirty-four of the typewriters were in the homes of relatives, homes of friends, homes of neighbors, church, colleges, place of work, and labor union hall.

The makes of machines included Remington, Royal, L. C. Smith, Smith-Corona, Underwood, and Woodstock, with no one make predominating.

Table VI shows the percentage of the total population and of the four groups having typewriters available for their personal use.

TABLE VI

PERCENTAGE OF EACH GROUP HAVING A TYPEWRITER AVAILABLE FOR PERSONAL USE

Where	Total Population (135)	College Group (49)	High School Group (28)	Full-time Working Group (41)	Miscellaneous Group (17)
At home	53%	84%	68%	29%	35%
Elsewhere	25%	12%	18%	46%	24%
Total	83%	96%	86%	75%	59%

While 83 per cent of the total population reported typewriters available for personal use, it is significant to note that 58 per cent had typewriters at home. For the college group the percentages are even higher, with substantially all, 96 per cent, reporting typewriters available for personal use and 84 per cent reporting typewriters at home. While the percentages for the high school group are lower than those for the college group, they are still higher than those for the total population, with 86 per cent reporting typewriters available for personal use and 68 per cent reporting them at home. Although 75 per cent of the full-time working group reported typewriters available for personal use, only 29 per cent--the lowest of any group--reported typewriters at home. Fifty-nine per cent of the miscellaneous group reported typewriters available for personal use, but only 35 per cent had typewriters at home.

Table VII shows the percentage of the total population and of each group reporting "much," "little," and "no" personal use of the typewriter.

TABLE VII
PERCENTAGES OF EACH GROUP MAKING MUCH, LITTLE,
OR NO PERSONAL USE OF THE TYPEWRITER

	Total Population (135)	College Group (49)	High School Group (28)	Full-time Work- ing Group (41)	Miscellaneous Group (17)
Much Use	31%	39%	39%	20%	18%
Little Use	56%	51%	54%	63%	59%
No Use	13%	10%	7%	17%	23%

More than 75 per cent of all groups reported some (much and little) personal use of the typewriter. Eighty-seven per cent of the total population reported some personal use of the typewriter, 31 per cent reporting

much personal use, and 56 per cent reporting little use. These percentages compare favorably with Kosmata's report of more than 75 per cent of her students' personal use of the typewriter and Foster's report of only 14.7 per cent using the typewriter often in addition to classroom use.

In this study, the groups still in high school and in college reported the greatest personal use of the typewriter. Ninety per cent of the college group and 93 per cent of the high school group reported using the typewriter for personal use. In each of these two groups, 39 per cent reported much personal use of the typewriter.

The percentages of the total population using typewriters for personal use and having typewriters available for personal use vary only 4 per cent--87 per cent compared with 83 per cent. However, the percentages of all groups using the typewriter much compared with the percentages having typewriters available for personal use at home indicate that they probably did not use the typewriter as frequently as they could have. In spite of this fact, 77 per cent of the miscellaneous group--the group making the least personal use of the typewriter--reported using the typewriter for personal use; while the data for the high school group--the group reporting the greatest personal use of the typewriter--show 93 per cent using the typewriter for personal use. Only 86 per cent of the high school group had typewriters available for personal use. Evidently the high school group used the school typewriters for other than regularly assigned lessons in typewriting.

Table VIII shows that 106, or 79 per cent, of the 135 respondents were or had been employed part time or full time and that over 50 per cent of all groups reported employment at some time. Forty-three, or 41 per cent of the 106 respondents who were or had been employed, reported that

TABLE VIII

NUMBER AND PER CENT EMPLOYED OR PREVIOUSLY EMPLOYED

<u>Group</u>	<u>Now or Previously Employed</u>		<u>Typewriting as A Tool In Securing Employment and Amount of Training of Those Now and Previously Employed</u>							
	No.	%	Typewriting Aided in Securing Employment		Personal Typewriting Only		Additional Typewriting Instruction		No Answer	
			No.	%	No.	%	No.	%	No.	%
Total (135)	106	79	43	41	29	28	13	12	1	1
College (49)	29	59	9	31	9	31	0	0	0	0
High School (28)	20	71	8	40	6	30	2	10	0	0
Full-time Working (41)	41	100	18	44	11	27	7	17	0	0
Miscellaneous (17)	16	94	8	50	3	19	4	25	1	6

typewriting was a factor in securing employment. Twenty-nine, or 28 per cent, received all their typewriting training in personal typewriting. The approximately 14 per cent who reported additional typewriting training received it in business school, college, junior college, high school, and night school.

The miscellaneous group is the group of which the highest percentage (50 per cent) reported that typewriting aided in securing employment, but 25 per cent of them had had additional typewriting training. On the other hand, only 31 per cent of the college group, which is the group reporting typewriting as an employment aid least, were aided in securing employment by their ability to typewrite. None of these 31 per cent had had any typewriting training beyond that received in personal typewriting.

From the above facts, it is evident that the ability to typewrite was a factor in obtaining employment and that the skill gained in personal typewriting was used for that purpose by 41 per cent of the respondents who were or had been employed. This is 32 per cent of the total population. Thus typewriting functioned as an employment aid for one out of three in the total population.

Kinds of Work Performed in Present or Previous Employment. Table IX shows the kind of work performed by the 106 respondents who reported full-time and part-time employment.

Of the 106 employed respondents, the greatest number, 50, reported doing sales work. However, when the number reporting machine transcription is combined with the number reporting typewriting, the number actually doing typewriting on the job is almost equal to the number doing sales work. Twenty-nine of the full-time employed used the typewriter on the job. Some of the respondents reported more than one kind of work done on the job.

TABLE IX
WORK PERFORMED IN PRESENT AND PREVIOUS EMPLOYMENT
(106 Respondents)

<u>Kind of Work</u>	<u>Total</u>	<u>Number Reporting</u>	
		<u>Full-time Employment</u>	<u>Part-time Employment</u>
Sales Work	50	16	34
Typewriting	39	22	17
Filing	36	23	13
General Office Work	35	21	14
Bookkeeping	18	14	4
Operating Machine	14	9	5
Machine Transcription	9	7	2
Office Boy	2	0	2
Telephone Operator	2	2	0
Hospital Ward Secretary	1	1	0
Leathercraft	1	1	0
Ice Cream Maker	1	1	0

These facts provide evidence that perhaps one year of typewriting as such, with additional practice in secretarial practice as recommended in the North Carolina course of study, is sufficient for vocational needs.

Typewriting Activities. The respondents were asked to classify their typewriting activities as "personal use," "on-the-job use," and "outside-for-pay use." Table X shows the number and per cent of the total population and of each group reporting one or more typewriting activities under these headings.

TABLE X
CLASSIFICATION OF TYPEWRITING ACTIVITIES

	Total Population (135)		College Group (49)		High School Group (28)		Full-time Working Group (41)		Miscel- laneous Group (17)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Personal Use	117	87	44	90	26	93	34	83	13	77
On-the-Job Use	39	29	12	24	4	14	20	49	3	18
Outside-for-Pay Use	24	17	8	16	6	21	8	20	2	12

Of the 135 respondents, 117, or 87 per cent, reported one or more personal-use typewriting activities; 39 respondents, or 29 per cent, reported on-the-job typewriting activities; and 24 respondents, or 17 per cent, reported outside-for-pay typewriting activities. Typewriting functions in the lives of most students; therefore, typewriting should be made available to all students.

Personal-use typewriting activities were reported by more than 75 per cent of all four groups. Eighteen respondents, or 13 per cent, did not report any personal-use typewriting activities. Only those who reported personal use reported other uses of the typewriter. Some of the 18 wrote in notations that they intended to use the typewriter later. On-the-job typewriting activities were reported by 49 per cent of the full-time working group but by less than 25 per cent of all other groups. Since less than 25 per cent of all groups reported outside-for-pay typewriting activities, this use of the typewriter seems to be of little significance in planning the course.

Personal-Use Typewriting Activities. Tables XI-A to XI-E show the personal use typewriting activities reported by the total population and by each of the four groups.

Twelve typewriting activities were reported for personal use by 25 per cent of the total population (Table XI-A). These are:

Personal letters	69%
Outlines	62%
School homework	59%
Personal business letters . . .	59%
Manuscripts without footnotes .	53%
Manuscripts with footnotes . . .	48%
Bibliographies	42%
Club work	37%
Composition at the machine . . .	36%
Poetry	31%
Rough drafts	30%
Index cards	28%

Of these 12 typewriting activities, only 5 were reported by 50 per cent or more of the total population. These are:

Personal letters	69%
Outlines	62%
School homework	59%
Personal business letters . . .	59%
Manuscripts without footnotes. .	53%

No typewriting activity was reported for personal use by as many as 75 per cent of the total population.

Scholl found that correspondence was the only personal use of the typewriter by at least half of those she surveyed and that somewhat less frequently reported personal uses were themes, articles, and other manuscripts. Fulkerson reported that business and personal letters and copying from straight material ranked highest in her study. Foster found that about 50 per cent of the pupils she surveyed had made personal use of the typewriter for business and personal letters, papers for other classes, and work for friends. Greene reported that more than 60 per cent of the persons he surveyed said they would use typewriting for personal and business letters, reports, records, and school work if a typewriter were available.

TABLE XI-A

PERSONAL-USE TYPEWRITING ACTIVITIES OF THE TOTAL POPULATION

(135 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Personal letters	93	69
Outlines.	84	62
School homework	80	59
Personal business letters	80	59
Manuscripts without footnotes	72	53
Manuscripts with footnotes	65	48
Bibliographies.	56	42
Club work	50	37
Composition at the machine.	48	36
Poetry	42	31
Rough drafts	41	30
Index cards	38	28
Indented business letters	33	24
Envelopes in quantity	32	24
Two-page business letters	29	22
Simple tabulations	29	22
Stencils.	28	21
Menus, recipes	28	21
Modified block business letters	27	20
Block business letters	26	18
Postal cards	25	19
Radio, play scripts	22	16
Mailing lists	21	16
Prepared forms--filling in	19	14
Program booklets	19	14
Dictation at the machine	19	14
"Simplified" business letters	18	13
Application, data sheet	18	13
Form letters--typewriting	18	13
Form letters--filling in	17	13
Labels.	17	13
Lists	16	12
Financial reports	16	12
Hanging indention business letters	15	11
Charts, graphs	15	11
Legal documents--copying	11	8
Telegrams in triplicate	10	7
Interoffice business letters.	7	5
Transcription of dictating machine records.	4	3

Fourteen of the 39 typewriting activities were reported for personal use by 25 per cent or more of the college group (Table XI-B). These are the same as the comparable list for the total population except for the addition of indented letters and two-page letters.

Of these 14 typewriting activities, 7 were reported for personal use by more than 50 per cent of the college group. These are:

Outlines	76%
Manuscripts with footnotes . . .	71%
Manuscripts without footnotes. .	69%
School homework	67%
Bibliographies	65%
Personal letters	65%
Personal business letters . . .	63%

These include, in addition to the 5 activities reported by 50 per cent of the total population, manuscripts with footnotes and bibliographies.

Of the 7 activities, only 1 was reported for personal use by more than 75 per cent of the college group--outlines.

Twenty of the 39 typewriting activities were reported for personal use by 25 per cent or more of the high school group (Table XI-C). These are the same as the comparable list for the total population except for the deletion of index cards and the addition of:

Indented business letters	36%
Modified block letters	32%
Envelopes	32%
Menus, recipes	32%
Two-page letters	29%
Simple tabulations	29%
Block letters	25%
Postal cards	25%
Stencils	25%

Of these 20 typewriting activities 7, substantially the same as the comparable list for the college group, were reported for personal use by

TABLE XI-B
PERSONAL USE TYPEWRITING ACTIVITIES OF THE COLLEGE GROUP
(49 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Outlines	37	76
Manuscripts with footnotes	35	71
Manuscripts without footnotes	34	69
School homework	33	67
Bibliographies	32	65
Personal letters	32	65
Personal business letters	31	63
Club work	24	49
Composition at the machine	24	49
Rough drafts	21	43
Index cards	20	41
Poetry	15	31
Indented business letters	13	27
Two-page business letters	13	27
Modified block business letters	12	24
Stencils	12	24
Simple tabulations	12	24
Envelopes in quantity	11	22
Block business letters	10	20
Menus, recipes	9	18
Charts, graphs	8	16
Financial reports	8	16
Radio, play scripts	7	14
Lists	7	14
Postal cards	7	14
Dictation at the machine	7	14
Form letters--typing	6	12
Application, data sheet	6	12
Simplified letter	6	12
Program booklets	5	10
Mailing lists	5	10
Form letters--filling in	5	10
Labels	4	8
Prepared forms--filling in	4	8
Hanging indention business letter	4	8
Legal documents--copying	2	4
Telegrams in triplicate	2	4
Interoffice letters	1	2
Transcription of dictating machine records . .	0	0

TABLE XI-C
PERSONAL-USE TYPEWRITING ACTIVITIES OF THE HIGH SCHOOL GROUP
(28 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
School homework	23	82
Personal letters	23	82
Personal business letters	22	79
Outlines	21	75
Manuscripts without footnotes	16	57
Poetry	15	54
Manuscripts with footnotes	14	50
Composition at the machine	11	39
Indented business letters	10	36
Rough drafts	10	36
Club work	10	36
Modified block business letters	9	32
Envelopes in quantity	9	32
Menus, recipes	9	32
Two-page business letters	8	29
Simple tabulations	8	29
Block business letters	7	25
Postal cards	7	25
Stencils	7	25
Bibliographies	7	25
Program booklets	6	21
Index cards	6	21
Radio, play scripts	6	21
Labels	6	21
Prepared forms--typing	6	21
Simplified letters	6	21
Hanging indention business letters	5	18
Application, data sheet	4	14
Dictation at the machine	4	14
Form letters--typing	3	11
Form letters--filling in	3	11
Mailing lists	3	11
Financial reports	3	11
Charts, graphs	2	7
Lists	2	7
Telegrams in triplicate	2	7
Legal documents--copying	1	4
Interoffice letters	0	0
Transcription of dictating machine records . .	0	0

50 per cent or more of the high school group. These are:

School homework	82%
Personal letters	82%
Personal business letters . . .	79%
Outlines	75%
Manuscripts without footnotes. .	57%
Poetry	54%
Manuscripts with footnotes . . .	50%

Of these 7 typewriting activities, 4 were reported for personal use by 75 per cent or more of the high school group. These are:

School homework	82%
Personal letters	82%
Personal business letters . . .	79%
Outlines	75%

The high school group made more personal use of the typewriter than any other group. Because of this fact, personal typewriting should be made available to senior high school students as early as possible.

Thirteen typewriting activities were reported for personal use by 25 per cent or more of the miscellaneous group (Table XI-E). These are the same as the comparable list for the total population except for the omission of rough drafts and index cards and the addition of envelopes, postal cards, and mailing lists.

Of the 13 typewriting activities, 3 were reported for personal use by more than 50 per cent of the miscellaneous group. These are:

Personal letters	77%
School homework	65%
Outlines	53%

Of these 3 typewriting activities, only 1 was reported for personal use by more than 75 per cent of the miscellaneous group--personal letters.

The following 7 personal-use typewriting activities were reported by 25 per cent or more of the total population and of all 4 groups:

TABLE XI-D

PERSONAL-USE TYPEWRITING ACTIVITIES OF THE FULL-TIME WORKING GROUP

(41 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Personal letters	25	70
Personal business letters	19	46
Outlines	17	41
Manuscripts without footnotes	14	34
School homework	13	32
Bibliographies	11	27
Manuscripts with footnotes	11	27
Club work	9	22
Index cards	8	20
Mailing lists	8	20
Form letters--typing	8	20
Form letters--filling in	8	20
Composition at the machine	8	20
Poetry	7	17
Legal documents--copying	7	17
Program booklets	7	17
Menus, recipes	7	17
Postal cards	7	17
Stencils	7	17
Indented business letters	7	17
Two-page business letters	7	17
Radio, play scripts	6	15
Envelopes in quantity	6	15
Rough drafts	6	15
Simple tabulations	6	15
Dictation at the machine	6	15
Block business letters	6	15
Lists	5	12
Labels	5	12
Application, data sheet	5	12
Prepared forms--filling in	5	12
Modified block business letters	5	12
Hanging indention business letters	5	12
Simplified letters	5	12
Financial reports	4	10
Telegrams in triplicate	4	10
Charts, graphs	4	10
Interoffice letters	4	10
Transcription of dictating machine records	4	10

Personal letters	Manuscripts without
Outlines	footnotes
School homework	Manuscripts with footnotes
Personal business letters	Bibliographies

In addition to these 7 activities, the following 3 were also reported by 25 per cent or more of the total population and of all groups except the full-time working group:

Club work
Composition at the machine
Poetry

Personal letters was the only personal-use typewriting activity reported by 50 per cent or more of the total population and of all groups.

In addition, the following 3 personal-use typewriting activities were reported by 50 per cent or more of the total population and of all groups except the full-time working group:

Personal letters
Outlines
School homework

The following personal-use typewriting activities were reported by 50 per cent or more of the total population and of the college and high school groups:

Personal business letters
Manuscripts without footnotes

Personal-use typewriting of outlines was reported by more than 75 per cent of the college and high school groups. Personal-use typewriting of personal letters was reported by 75 per cent or more of the high school and of the miscellaneous groups. Personal-use typewriting of 2 additional activities was reported by more than 75 per cent of the high school group--school homework and personal business letters.

As might be expected, the full-time working group differs considerably from the other groups in personal-use typewriting activities (Table XI-D).

TABLE XI-E
PERSONAL-USE TYPEWRITING ACTIVITIES OF THE MISCELLANEOUS GROUP
(17 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Personal letters	13	77
School homework	11	65
Outlines	9	53
Personal business letters	8	47
Manuscripts without footnotes	8	47
Bibliographies	7	41
Club work	7	41
Envelopes in quantity	6	35
Manuscripts with footnotes	5	29
Composition at the machine	5	29
Poetry	5	29
Postal cards	5	29
Mailing lists	5	29
Rough drafts	4	24
Index cards	4	24
Prepared forms--filling in	4	24
Indented business letters	3	18
Simple tabulations	3	18
Menus, recipes	3	18
Application, data sheet	3	18
Stencils	2	12
Block business letters	2	12
Dictation at the machine	2	12
Lists	2	12
Labels	2	12
Telegrams in triplicate	2	12
Two-page business letters	1	6
Modified block business letters	1	6
Radio, play scripts	1	6
Program booklets	1	6
Simplified letters	1	6
Form letters--typing	1	6
Form letters--filling in	1	6
Financial reports	1	6
Hanging indention business letters	1	6
Charts, graphs	1	6
Legal documents--copying	1	6
Interoffice letters	1	6
Transcription of dictating machine records . .	0	0

Only 7 typewriting activities were reported for personal use by more than 25 per cent of this group. These are the same as the comparable list of the total population except for the deletion of club work, composition at the machine, poetry, rough drafts, and index cards.

Of the 7 typewriting activities, only 1 was reported for personal use by more than 50 per cent of the full-time working group--personal letters. Not one typewriting activity was reported for personal use by as many as 75 per cent of this group.

The following typewriting activities were reported for personal use by less than 25 per cent of the total population and of the four groups:

- Radio, play scripts
- Prepared forms--filling in
- Program booklets
- Dictation at the machine
- Simplified letters
- Application, data sheet
- Form letters--typing
- Form letters--filling in
- Labels
- Lists
- Financial reports
- Hanging indention letters
- Charts, graphs
- Legal documents--copying
- Telegrams
- Interoffice letters
- Transcription of dictating machine records

Perhaps the time spent on many of these activities can be reduced to acquaintance only. This would make possible the time for other activities on which more time is needed.

Typewriting of the activities peculiar to business were reported least often by the respondents for personal use. Personal-use typewriting from dictating machine records and of interoffice letters was reported by less than 10 per cent of all groups. Personal-use typewriting of telegrams was reported by less than 10 per cent of the total population and

of all groups except the miscellaneous group. Personal-use typewriting of legal documents was reported by less than 10 per cent of all groups except the full-time working group. Personal use typewriting of charts and graphs was reported by less than 10 per cent of all groups except the college group. On the basis of use, such typewriting activities need be given little instructional time in a personal-use typewriting course.

On-the-Job Typewriting Activities. Tables XII-A to XII-E show the number and per cent of the total population and of each of the four groups reporting on-the-job typewriting activities.

One or more on-the-job typewriting activities were reported by 39 individuals, or 29 per cent of the total population, but 17 of these 39 individuals worked only part time. Not one typewriting activity was reported for on-the-job use by as many as 25 per cent of the total population or of any group except the full-time working group.

Fourteen on-the-job typewriting activities were reported by 10 per cent or more of the total population (Table XII-A). These are:

Modified block letters	12%
Stencils	12%
Prepared forms--filling in	12%
Form letters--filling in	12%
Form letters--typing	12%
Envelopes	12%
Rough drafts	11%
Personal business letters	11%
Indented letters	11%
Two-page letters	11%
Labels	11%
Simple tabulations	10%
Interoffice letters	10%
Index cards	10%

All other activities were reported by less than 10 per cent as is shown by the table.

TABLE XII-A
ON-THE-JOB TYPEWRITING ACTIVITIES OF THE TOTAL POPULATION
(135 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Modified-block business letters	16	12
Stencils	16	12
Prepared forms--filling in	16	12
Form letters--typing	16	12
Form letters--filling in	16	12
Envelopes in quantity	16	12
Rough drafts	15	11
Personal business letters	15	11
Indented business letters	15	11
Two-page business letters	15	11
Labels	15	11
Index cards	13	10
Simple tabulation	14	10
Interoffice communications	14	10
Block business letters	12	9
Postal cards	12	9
Outlines	11	8
Legal documents--copying	11	8
Personal letters	10	7
Dictation at the machine	8	6
Telegrams in triplicate	7	5
Composition at the machine	7	5
Mailing lists	7	5
Simplified letter	7	5
Financial reports	7	5
Hanging indention business letters	7	5
Manuscripts with footnotes	6	4
Club work	6	4
Charts, graphs	6	4
Manuscripts without footnotes	5	4
Application, data sheet	4	3
School homework	4	3
Bibliographies	4	3
Transcription of dictating machine records	4	3
Menus, recipes	3	2
Lists	3	2
Radio, play scripts	2	2
Poetry	1	1
Program booklets	1	1

The only typewriting activity reported for on-the-job use by even as much as 10 per cent of the college group was envelopes (Table XII-B). All other on-the-job typewriting activities of the college group were substantially below 10 per cent as is shown by the table.

Only 2 typewriting activities were reported for on-the-job use by as much as 10 per cent of the high school group (Table XII-C). These are:

Form letters--filling in	11%
Form letters--typing	11%

All other on-the-job typewriting activities of the high school group were substantially below 10 per cent as is shown by the table.

Twenty-seven typewriting activities were reported for on-the-job use by 10 per cent or more of the full-time working group (Table XII-D). In addition to the 14 typewriting activities listed by 10 per cent or more of the total population, these 27 activities include:

Block letters	22%
Postal cards	22%
Outlines	20%
Legal documents--copying	20%
Personal letters	15%
Telegrams	12%
Composition at the machine	12%
Mailing lists	12%
Simplified letters	12%
Hanging indention letters	12%
Charts, graphs	12%
Financial reports	10%
Club work	10%

Three of these 27 activities were reported for on-the-job use by more than 25 per cent of the full-time working group. These are:

Rough drafts	29%
Modified block letters	27%
Labels	27%

The full-time working group was the only group reporting any on-the-job activities by more than 25 per cent of the group.

TABLE XII-B
ON THE JOB TYPEWRITING ACTIVITIES OF THE COLLEGE GROUP
(49 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Envelopes	5	10
Stencils	4	8
Personal business letters	3	6
Modified block letters	3	6
Prepared forms--filling in	3	6
Form letters--filling in	3	6
Dictation at the machine	3	6
Form letters--typing	2	4
Indented letters	2	4
Two-page letters	2	4
Bibliographies	2	4
Menus, recipes	2	4
Personal letters	1	2
Block letters	1	2
Interoffice letters	1	2
Manuscripts with footnotes	1	2
Manuscripts without footnotes	1	2
Outlines	1	2
Rough drafts	1	2
School homework	1	2
Club work	1	2
Index cards	1	2
Postal cards	1	2
Labels	1	2
Simple tabulations	1	2
Telegrams	1	2
Transcription of dictating machine records	1	2
Legal documents--typing	0	
Composition at the machine	0	
Mailing lists	0	
Simplified letters	0	
Financial reports	0	
Hanging indention letters	0	
Charts, graphs	0	
Lists	0	
Radio, play scripts	0	
Application, data sheet	0	
Poetry	0	
Program booklets	0	

TABLE XII-C
ON THE JOB TYPEWRITING ACTIVITIES OF THE HIGH SCHOOL GROUP
(28 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Form letters--typing	3	11
Form letters--filling in	3	11
Indented letters	2	7
Modified block letters	2	7
Two-page letters	2	7
Block letters	2	7
Simplified letters	2	7
Envelopes	2	7
Prepared forms--filling in	2	7
Mailing lists	2	7
Financial reports	2	7
Labels	2	7
Personal business letters	1	4
Outlines	1	4
Manuscripts with footnotes	1	4
Composition at machine	1	4
Rough drafts	1	4
Simple tabulations	1	4
Postal cards	1	4
Stencils	1	4
Program booklets	1	4
Index cards	1	4
Hanging indention letters	1	4
Application, data sheet	1	4
Dictation at machine	1	4
Legal documents--copying	1	4
Interoffice letters	1	4
Personal letters	0	
Telegrams	0	
Club work	0	
Charts, graphs	0	
Manuscripts without footnotes	0	
Bibliographies	0	
School homework	0	
Transcription of dictation machine records	0	
Menus, recipes	0	
Lists	0	
Radio, play scripts	0	
Poetry	0	

TABLE XII-D

ON-THE-JOB TYPEWRITING ACTIVITIES OF THE FULL-TIME WORKING GROUP

(41 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Rough drafts	12	29
Modified block letters	11	27
Labels	11	27
Form letters--filling in	10	24
Interoffice letters	10	24
Simple tabulations	10	24
Personal business letters	10	24
Index cards	10	24
Stencils	9	22
Prepared forms--filling in	9	22
Form letters--typing	9	22
Indented letters	9	22
Two-page letters	9	22
Block letters	9	22
Postal cards	9	22
Envelopes	8	20
Outlines	8	20
Legal documents--copying	8	20
Personal letters	6	15
Telegrams	5	12
Composition at machine	5	12
Mailing lists	5	12
Simplified letters	5	12
Hanging indention letters	5	12
Charts, graphs	5	12
Financial reports	4	10
Club work	4	10
Dictation at machine	3	7
Transcription of dictating machine records	3	7
Manuscripts with footnotes	2	5
Manuscripts without footnotes	2	5
Bibliographies	2	5
Applications, data sheet	2	5
Lists	2	5
School homework	1	2
Menus, recipes	1	2
Radio, play scripts	0	
Poetry	0	
Program booklets	0	

TABLE XII-E

ON-THE-JOB TYPEWRITING ACTIVITIES OF THE MISCELLANEOUS GROUP

(17 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Personal letters	3	18
Stencils	2	12
Prepared forms--filling in	2	12
Form letters--typing	2	12
Indented letters	2	12
Two-page letters	2	12
Interoffice letters	2	12
Simple tabulations	2	12
Legal documents--copying	2	12
Manuscripts with footnotes	2	12
Manuscripts without footnotes	2	12
School homework	2	12
Radio, play scripts	2	12
Rough drafts	1	6
Envelopes	1	6
Labels	1	6
Outlines	1	6
Index cards	1	6
Postal cards	1	6
Personal business letters	1	6
Telegrams	1	6
Dictation at machine	1	6
Composition at machine	1	6
Financial reports	1	6
Hanging indention letters	1	6
Charts, graphs	1	6
Lists	1	6
Application, data sheet	1	6
Poetry	1	6
Modified block letters	0	
Block letters	0	
Mailing lists	0	
Bibliographies	0	
Simplified letters	0	
Club work	0	
Transcription of dictation machine records	0	
Menus, recipes	0	
Program booklets	0	
Form letters--filling in	0	

Thirteen typewriting activities were reported for on-the-job use by more than 10 per cent of the miscellaneous group (Table XII-E). Seven of these activities are included in the list of 14 reported by 10 per cent or more of the total population. These are:

- Rough drafts
- Modified block letters
- Form letters--filling in
- Envelopes
- Personal business letters
- Labels
- Index cards

In addition to the 7 above, the 6 typewriting activities reported for on-the-job use by 10 per cent or more of the miscellaneous group are:

Personal letters	18%
Legal documents--copying	12%
Manuscripts with footnotes . . .	12%
Manuscripts without footnotes. .	12%
School homework	12%
Radio, play scripts	12%

No typewriting activity was reported for on-the-job use by more than 18 per cent of the miscellaneous group.

All typewriting activities listed on the questionnaire were reported for on-the-job use by one or more individuals; however, no activity was reported by more than 12 per cent of the total population or more than 29 per cent of any group. All typewriting activities reported for on-the-job uses by as many as 10% of any group with the exception of typing and filling in of form letters, filling in of prepared forms, labels, inter-office letters, legal documents, and radio and play scripts are included in the list of personal-use activities reported by 25 per cent or more of the total population and of the four groups.

To the extent that the population comprising this study used the typewriter on the job, the content of the personal typewriting course of study

used at Durham High School substantially meets the on-the-job needs. The course and time allotted is reasonably adequate except for the few items on which more time was desired.

Outside-for-Pay Typewriting Activities. Table XIII shows the number and per cent of the total population reporting outside-for-pay typewriting activities. Of the total population, 24 individuals, or 17 per cent, reported one or more outside-for-pay typewriting activities (Table X). However, the largest number reporting any one typewriting activity for outside-for-pay use was 8 persons, or 6 per cent, of the total population. The highest percentages for the 4 groups are:

College group	6%
High School group	11%
Full-time working group	5%
Miscellaneous group	18%

Six typewriting activities were not reported for outside-for-pay use by any individual. These are:

Charts, graphs
Menus, recipes
Lists
Labels
Index cards
Transcription of dictating machine records.

The outside-for-pay typewriting activities reported are the activities otherwise reported by the various groups. These data indicate that training for outside-for-pay use of the typewriter need not be given special or separate consideration as an important objective of the personal-use typewriting course.

Recommendations of the Respondents for Time Allotment. The discussion of Tables XIV-A to XIV-E is concerned with the typewriting activities on which "more," "less," and "no" time were recommended. The original questionnaire provided for checking with regard to "same" time to provide assurance

TABLE XIII
OUTSIDE-FOR-PAY TYPEWRITING ACTIVITIES OF THE TOTAL POPULATION
(135 Respondents)

<u>Typewriting Activity</u>	<u>No.</u>	<u>Per Cent</u>
Manuscripts with footnotes	8	6
Manuscripts without footnotes	7	5
Bibliographies	6	4
Rough drafts	6	4
Outlines	5	4
Club work	4	3
Envelopes	4	3
Personal business letters	4	3
Indented letters	3	2
Legal documents--copying	3	2
Personal letters	2	2
Poetry	2	2
Two-page letters	2	2
Modified block letters	2	2
Radio, play scripts	2	2
Mailing lists	2	2
Prepared forms--filling in	2	2
Dictation at machine	2	2
Interoffice letters	2	2
Simplified letters	2	2
Program booklet	2	2
Financial reports	2	2
School homework	1	1
Composition at machine	1	1
Simple tabulations	1	1
Stencils	1	1
Block letters	1	1
Postal cards	1	1
Application, data sheet	1	1
Form letters--typing	1	1
Form letters--filling in	1	1
Hanging indention letters	1	1
Telegrams	1	1
Charts, graphs	0	
Menus, recipes	0	
Lists	0	
Labels	0	
Index cards	0	
Transcription of dictating machine records	0	

that all typewriting activities would be considered by the respondents. Suggested change to "more," "less," or "no" time was the important factor.

Of the total population, 25 per cent or more recommended more class time for the following 15 typewriting activities:

Manuscripts with footnotes . . .	64%
Manuscripts without footnotes. .	49%
Stencils	46%
Composition at the machine . . .	44%
Personal business letters . . .	42%
Dictation at the machine . . .	42%
Rough drafts	33%
Outlines	33%
Bibliographies	30%
Financial reports	30%
Personal letters	30%
Form letters--typing	28%
Transcription of dictating machine records	28%
School homework	27%
Modified block letters	26%

More than 50 per cent of the total population recommended more class time for only 1 typewriting activity--64% for manuscripts with footnotes.

Of the college group, 25 per cent or more recommended more class time for 8 of the activities listed above. The college list includes one activity not on the list for the total population--simple tabulation--and excludes the following 6 activities:

Financial reports
Personal letters
Form letters--typing
Transcription of dictating machine records
School homework
Modified block letters

More than 50 per cent of the college group recommended more time for 3 typewriting activities:

Manuscripts with footnotes . . .	82%
Manuscripts without footnotes. .	59%
Bibliographies	55%

More than 75 per cent of the college group recommended more time for only 1 typewriting activity--manuscripts with footnotes.

Of the high school group, 25 per cent or more recommended more class time for all the typewriting activities recommended by more than 25 per cent of the total population except bibliographies. More time for the following 9 typewriting activities not reported by the total population was recommended by 25 per cent or more of the high school group:

Prepared forms--filling in . . .	39%
Two-page letters	32%
Envelopes	32%
Indented letters	29%
Form letters--filling in	29%
Legal documents--copying	29%
Interoffice letters	29%
Club work	29%
Block letters	25%

Fifty per cent or more of the high school group recommended more class time for the following 5 typewriting activities:

Manuscripts without footnotes. .	59%
Composition at the machine . . .	57%
Manuscripts with footnotes . . .	54%
Stencils	54%
Dictation at the machine	50%

Of the full-time working group, 25 per cent or more recommended more class time for all the typewriting activities listed by the total population except bibliographies. The full-time working group also included the following 10 activities not listed by 25 per cent or more of the total population:

Block letters	37%
Prepared forms--filling in . . .	37%
Simple tabulations	32%
Two-page letters	29%
Form letters--filling in	29%
Indented letters	27%
Envelopes	27%
Legal documents--copying	27%
Simplified letters	27%
Hanging indention letters	27%

No typewriting activity was recommended for more class time by more than 50 per cent of the full-time working group.

Of the miscellaneous group, 25 per cent or more recommended more class time for all the typewriting activities recommended for more time by 25 per cent of the total population except outlines and bibliographies. The miscellaneous group also included the following 7 activities not included by 25 per cent or more of the total population:

Indented letters	35%
Two-page letters	35%
Index cards	35%
Form letters--filling in	29%
Club work	29%
Postal cards	29%
Application, data sheet	29%

More than 50 per cent of the miscellaneous group recommended more class time for 5 typewriting activities:

Stencils	77%
Manuscripts with footnotes . . .	71%
Dictation at the machine	65%
Manuscripts without footnotes. .	53%
Personal business letters	53%

More than 75 per cent of the miscellaneous group recommended more class time for only 1 typewriting activity--stencils.

At least 25 per cent of the total population or 25 per cent of one or more of the groups recommended more class time for the following 30 typewriting activities:

Manuscripts with footnotes
 Manuscripts without footnotes
 Stencils
 Composition at the machine
 Personal business letters
 Dictation at the machine
 Rough drafts
 Outlines
 Bibliographies
 Financial reports
 Personal letters

- Form letters--typing
- Transcription of dictating machine records
- School homework
- Modified block letters
- Prepared forms--filling in
- Indented letters
- Two-page letters
- Envelopes
- Form-letters--filling in
- Legal documents--copying
- Index cards
- Block letters
- Simplified letters
- Simple tabulations
- Postal cards
- Interoffice letters
- Club work
- Hanging indention letters
- Application, data sheet

More class time was recommended by 25 per cent or more of the total population for 9 typewriting activities reported for personal use by 25 per cent or more of the total population. These are:

- Personal letters
- Outlines
- School homework
- Personal business letters
- Manuscripts without footnotes
- Manuscripts with footnotes
- Bibliographies
- Composition at the machine
- Rough drafts

More class time was recommended by 25 per cent or more of the total population for 6 typewriting activities not reported for personal use by 25 per cent or more of the total population. These are:

- Stencils
- Dictation at the machine
- Financial reports
- Form letters--typing
- Transcription of dictating machine records
- Modified block letters

These activities indicate that the respondents may have had in mind on-the-job as well as personal use of the typewriter when making their recommendations.

At least 50 per cent of the total population or of one or more groups recommended more class time for the following 7 typewriting activities:

Manuscripts with footnotes
 Manuscripts without footnotes
 Stencils
 Composition at the machine
 Personal business letters
 Dictation at the machine
 Bibliographies

This list is similar to the comparable list reported for personal use by 50 per cent or more of the total population or of one or more groups except for the deletion of personal letters, outlines, school homework, and poetry and the addition of stencils, composition at the machine, and dictation at the machine.

At least 75 per cent of one or more groups recommended more class time for only the following 2 typewriting activities:

Manuscripts with footnotes
 Stencils

At least 75 per cent of one or more groups reported personal use of outlines, school homework, personal business letters, and personal letters.

Of the total population, 25 per cent or more recommended less class time for only 1 typewriting activity--radio and play scripts. Ten per cent or more of the total population recommended less class time for the following 18 typewriting activities:

Radio, play scripts	24%
Lists	24%
Menus, recipes	22%
Labels	22%
Poetry	22%
Charts, graphs	18%
Program booklets	17%
Telegrams	17%
Mailing lists	17%
Simplified letters	15%
Legal documents--copying	14%
Hanging indention letters	14%

Application, data sheet	12%
Block letters	12%
Interoffice letters	12%
Index cards	10%
Two-page letters	10%
Simplified letters	10%

More than 25 per cent of the college group recommended less class time for only 1 typewriting activity--telegrams. Ten per cent or more of the college group recommended less class time for the typewriting activities listed above except for index cards and program booklets. Ten per cent or more of the college group recommended less class time for these activities not listed above:

Transcription of dictating machine records	14%
Envelopes.	14%
School homework	14%
Postal cards	10%
Financial reports	10%

Of the high school group, 25 per cent or more recommended less class time for 5 typewriting activities:

Radio, play scripts.	39%
Lists	39%
Labels	39%
Charts, graphs	32%
Legal documents--copying	25%

Ten per cent or more of the high school group recommended less class time for the items listed by ten per cent or more of the total population except for application, interoffice letters, two-page letters, and simplified letters. In addition, the high school items include the following activities not listed by the total population:

Bibliographies	18%
Prepared forms--filling in	14%
Form letters--typing	14%
Rough drafts	14%
Financial reports	11%
Form letters--filling in	11%
Modified block letters	11%

Of the full-time working group, 25 per cent or more recommended less class time for 3 typewriting activities:

Radio, play scripts	29%
Menus, recipes	27%
Program booklets	27%

Ten per cent or more of the full-time working group exclude the following activities which comprise the comparable list of the total population:

Telegrams
Legal documents
Hanging indention letters
Interoffice letters
Index cards
Two-page letters
Simplified letters

The following 3 typewriting activities not reported by the total population were reported by 10 per cent or more of the full-time working group:

Postal cards	12%
Bibliographies	10%
Outlines	10%

Of the miscellaneous group, 25 per cent or more recommended less class time for only 1 typewriting activity--poetry. The 19 typewriting activities recommended for less class time by the miscellaneous group include the following items listed by 10 per cent or more of the total population:

Legal documents	6%
Telegrams	6%
Block letters	6%
Index cards	0%

The following 5 items not listed by the total population were reported by 10 per cent or more of the miscellaneous group:

Composition at the machine . . .	17%
Transcription of dictating machine records	12%
Personal letters	12%
Stencils	12%
Manuscripts without footnotes. .	12%

The activities on which less time was recommended by as many as 10 per cent of all groups were:

- Radio, play scripts
- Lists
- Menus, recipes
- Labels
- Poetry
- Charts, graphs
- Mailing lists
- Simple tabulations

For no typewriting activity did as many as 25 per cent of the total population or of any of the four groups recommend no class time. The largest number recommending no class time for any typewriting activity was 25, or 18 per cent, for lists. The largest number of the college group recommending no class time for any typewriting activity was 8, or 16 per cent, for poetry. Of the high school group, the largest number recommending no class time for any typewriting activity was 7, or 25 per cent, for lists. Of the full-time working group, the largest number recommending no class time was 6, or 15 per cent, for menus and recipes. Of the miscellaneous group, the largest number recommending no class time for any typewriting activity was 4, or 23 per cent, for lists.

In order to provide more instructional time for the typewriting activities recommended for more time by 25 per cent or more of the population, time might be taken from the above activities and added to the desired activities.

TABLE XIV-A

PERCENTAGE OF TOTAL POPULATION RECOMMENDING "MORE" AND "SAME" CLASS TIME
(135 Respondents)

<u>Typewriting Activity</u>	<u>More Time</u>		<u>Same Time</u>		<u>Combined</u>	
	No.	%	No.	%	No.	%
Manuscripts with footnotes	87	64	27	20	114	84
Outlines	44	33	67	49	111	82
Manuscripts without footnotes	66	49	43	32	109	81
Personal letters	40	30	68	50	108	80
Personal business letters	57	42	50	37	107	80
Bibliographies	41	30	60	44	101	75
Indented business letters	30	22	68	50	98	73
Modified block business letters	35	26	61	45	96	71
School homework	36	27	59	44	95	70
Stencils	62	46	31	22	93	69
Rough drafts	45	33	37	27	92	68
Composition at the machine	60	44	31	23	91	67
Two-page business letters	29	22	62	46	91	67
Club work	22	16	69	50	91	67
Index cards	27	20	63	47	90	67
Form letters--typing	37	28	51	38	88	65
Simplified letters	25	18	63	47	88	65
Envelopes in quantity	29	22	58	43	87	64
Postal cards	24	17	63	47	87	64
Block business letters	27	20	59	44	86	64
Financial reports	40	30	43	32	83	61
Form letters--filling in	29	22	53	39	82	61
Dictation at the machine	56	42	25	19	81	60
Prepared forms--filling in	32	24	49	36	81	60
Interoffice letters	24	17	57	42	81	60
Simple tabulations	25	18	55	41	80	59
Transcription of dictating machine records	37	28	38	28	75	56
Legal documents--copying	29	22	45	33	74	55
Hanging indention bus. letters	16	12	57	42	73	54
Mailing lists	16	12	55	41	71	53
Program booklets	12	9	58	43	70	52
Telegrams in triplicate	14	10	55	41	69	52
Application, data sheet	17	13	51	38	68	50
Poetry	7	5	57	42	64	47
Charts, graphs	17	13	44	33	61	45
Radio, play scripts	5	5	49	36	54	40
Menus, recipes	10	7	43	32	53	39
Labels	11	8	40	30	51	38
Lists	4	3	35	26	39	29

TABLE XIV-B

PERCENTAGE OF COLLEGE GROUP RECOMMENDING "MORE" AND "SAME" CLASS TIME

(49 Respondents)

<u>Typewriting Activity</u>	<u>More Time</u>		<u>Same Time</u>		<u>Combined</u>	
	No.	%	No.	%	No.	%
Manuscripts with footnotes	40	82	6	12	46	94
Outlines	22	45	23	47	45	92
Bibliographies	27	55	17	35	44	90
Manuscripts without footnotes	29	59	13	27	42	86
Personal business letters	15	31	22	45	37	76
Personal letters	7	14	27	55	34	69
Composition at machine	22	45	11	22	33	67
Rough drafts	16	33	15	31	31	63
School homework	8	16	21	45	30	61
Index cards	9	18	21	43	30	61
Club work	3	6	26	53	29	59
Indented letters	5	10	22	45	27	55
Stencils	16	33	10	20	26	53
Modified block letters	10	20	16	33	26	53
Envelopes	8	16	16	33	24	50
Postal Cards	6	12	17	35	23	47
Two-page letters	2	4	21	43	23	47
Simple tabulations	4	8	19	39	23	47
Simplified letters	5	10	18	37	23	47
Form letters--typing	5	10	17	31	22	45
Form letters--filling in	4	8	18	37	22	45
Block letters	4	8	18	37	22	45
Prepared forms--filling in	2	4	19	37	21	43
Program booklets	4	8	16	33	20	41
Interoffice letters	6	12	14	29	20	41
Financial reports	6	12	14	29	20	41
Dictation at machine	13	27	6	12	19	39
Poetry	2	4	17	35	19	39
Application, data sheet	4	8	14	29	18	37
Radio--play scripts	2	4	16	33	18	37
Legal documents, copying	6	12	12	24	18	37
Hanging indention letters	3	6	14	29	17	35
Mailing lists	2	4	12	24	16	33
Charts, graphs	3	6	12	24	15	31
Menus, recipes	1	2	13	27	14	29
Transcribing of dictating						
machine records	6	12	5	10	11	22
Labels	0	0	10	20	10	20
Lists	0	0	10	20	10	20
Telegrams	2	4	7	14	9	16

TABLE XIV-C

PERCENTAGE OF HIGH SCHOOL GROUP RECOMMENDING "MORE" AND "SAME" CLASS TIME
(28 Respondents)

<u>Typewriting Activity</u>	<u>More Time</u>		<u>Same Time</u>		<u>Combined</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Two-page letter	9	32	19	68	28	100
Manuscripts without footnotes	16	59	11	39	27	96
Manuscripts with footnotes	15	54	12	43	27	96
Personal business letters	13	46	14	50	27	96
Personal letters	11	39	16	57	27	96
Outlines	9	32	18	64	27	96
Stencils	15	54	11	39	26	93
Envelopes	9	32	17	61	26	93
Interoffice business letters	8	29	18	64	26	93
Indented business letters	8	29	18	64	26	93
Club work	8	29	18	64	26	93
School homework	7	25	19	68	26	93
Financial reports	12	43	13	46	25	89
Modified block business letters	10	36	15	54	25	89
Simplified letters	6	21	19	68	25	89
Postal cards	6	21	19	68	25	89
Prepared forms--filling in	11	39	13	46	24	86
Form letters--filling in	8	29	16	57	24	86
Rough drafts	7	24	17	61	24	86
Application, data sheet	3	11	21	75	24	86
Telegrams	3	11	21	75	24	86
Composition at machine	16	57	7	25	23	82
Dictation at machine	14	50	9	32	23	82
Form letters--typing	9	32	14	50	23	82
Block business letters	7	25	16	57	23	82
Simple tabulation	6	21	17	61	23	82
Mailing lists	6	21	17	61	23	82
Hanging indention business letters	4	14	18	64	22	79
Transcribing of dictating						
machine records	11	39	10	36	21	75
Program booklets	6	21	15	54	21	75
Poetry	1	4	20	71	21	75
Legal documents--copying	8	29	12	43	20	71
Bibliographies	3	11	17	61	20	71
Menus, recipes	6	21	12	43	18	64
Charts, graphs	6	21	11	39	17	61
Radio, play scripts	1	7	13	29	14	50
Labels	2	7	9	32	11	39
Lists	2	7	8	29	10	36
Index cards	4	14	5	18	9	32

TABLE XIV-D

PERCENTAGE OF FULL TIME WORKING GROUP RECOMMENDING "MORE" AND "SAME"
CLASS TIME

(41 Respondents)

<u>Typewriting Activity</u>	<u>More Time</u>		<u>Same Time</u>		<u>Combined</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Personal business letters	20	49	13	32	33	81
Personal letters	16	39	15	37	31	76
Form letters--typing	16	39	13	32	29	71
Manuscripts without footnotes	12	29	17	42	29	71
Block letters	15	37	14	34	29	71
Modified block letters	12	29	16	39	28	68
Legal documents--copying	11	27	17	41	28	68
Simplified letters	11	27	17	41	28	68
Club work	6	15	22	54	28	68
Manuscripts with footnotes	20	49	7	17	27	66
Stencils	18	44	9	22	27	66
Rough drafts	15	37	12	29	27	66
School homework	13	32	14	34	27	66
Indented letters	11	27	16	39	27	66
Envelopes	11	27	16	39	27	66
Interoffice letters	10	24	17	41	27	66
Hanging indention letters	7	27	20	49	27	66
Financial reports	16	39	10	34	26	63
Outlines	11	27	15	37	26	63
Bibliographies	10	24	16	39	26	63
Composition at machine	14	34	11	27	25	61
Two-page letter	12	29	13	32	25	61
Form letters--filling in	12	29	13	32	25	61
Index cards	8	20	17	41	25	61
Mailing lists	7	17	18	44	25	61
Dictation at machine	18	44	6	15	24	59
Postal cards	7	17	17	41	24	59
Prepared forms--filling in	15	37	8	20	23	56
Telegrams	6	15	17	41	23	56
Labels	5	12	18	44	23	56
Simple tabulation	13	32	9	22	22	54
Transcribing of dictating machine records	15	37	6	15	21	51
Application, data sheet	5	12	17	41	22	54
Charts, graphs	6	15	14	34	20	49
Poetry	2	5	16	39	18	44
Program booklets	1	2	15	37	16	39
Radio, play scripts	2	5	13	32	15	37
Menus, recipes	1	2	13	32	14	34
Lists	1	2	12	29	13	32

TABLE XIV-E

PERCENTAGE OF THE MISCELLANEOUS GROUP RECOMMENDING "MORE" AND "SAME"
CLASS TIME

(17 Respondents)

<u>Typewriting Activity</u>	<u>More Time</u>		<u>Same Time</u>		<u>Combined</u>	
	No.	%	No.	%	No.	%
Personal letters	6	35	10	59	16	94
Dictation at machine	11	65	4	23	15	88
Indented letters	6	35	9	53	15	88
Manuscripts with footnotes	12	71	2	12	14	82
Stencils	13	77	1	6	14	82
Two-page letters	6	35	8	47	14	82
Postal cards	5	29	9	53	14	82
Outlines	2	12	11	65	13	77
Modified block letters	3	17	10	59	13	77
Prepared forms--filling in	4	23	9	53	13	77
Index cards	6	35	7	41	13	77
School homework	8	47	4	23	12	71
Block letters	1	6	11	65	12	71
Form letters---typing	7	41	5	29	12	71
Telegrams	3	17	9	53	12	71
Manuscripts without footnotes	9	53	2	12	11	65
Bibliographies	1	6	10	59	11	65
Transcription of dictating machine records	5	29	6	35	11	65
Legal documents---copying	4	23	7	41	11	65
Poetry	3	17	8	47	11	65
Composition at machine	8	47	2	12	10	59
Personal business letters	9	53	1	6	10	59
Rough drafts	7	41	3	17	10	59
Financial reports	6	35	4	23	10	59
Envelopes	1	6	9	53	10	59
Form letters--filling in	5	29	5	29	10	59
Hanging indention letters	2	12	8	47	10	59
Application, data sheet	5	29	5	29	10	59
Program booklet	1	6	9	53	10	59
Simplified letter	3	17	6	35	9	53
Simple tabulation	2	12	7	41	9	53
Labels	4	23	5	29	9	53
Interoffice letters	0	0	8	47	8	47
Club work	5	29	3	17	8	47
Mailing lists	1	6	7	41	8	47
Menus, recipes	2	12	6	35	8	47
Radio, play scripts	1	6	6	35	7	41
Charts, graphs	2	12	4	23	6	35
Lists	1	6	5	29	6	35

TABLE XV-A

PERCENTAGE OF TOTAL POPULATION RECOMMENDING "LESS" AND "NO" CLASS TIME
(135 Respondents)

<u>Typewriting Activity</u>	<u>Less Time</u>		<u>No Time</u>		<u>Combined</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Lists	33	24	25	18	58	43
Menus, recipes	30	22	19	14	49	36
Radio, play scripts	34	25	11	9	45	33
Labels	29	22	15	11	44	33
Poetry	30	22	13	10	43	32
Charts and graphs	25	18	9	7	34	25
Program booklets	23	17	8	6	34	22
Telegrams in triplicate	23	17	6	4	29	21
Legal documents--copying	19	14	9	7	28	21
Mailing lists	23	17	4	3	27	20
Simple tabulation	20	15	3	2	23	17
Application, data sheet	16	12	6	5	22	16
Transcription of dictating machine records	12	9	10	7	22	16
Hanging indention business letter	19	14	2	1	21	16
School homework	10	7	10	7	20	15
Block business letters	17	12	1	1	18	12
Interoffice business letters	16	12	2	1	18	12
Index cards	12	10	5	4	17	12
Postal cards	11	9	5	4	16	12
Dictation at machine	7	5	9	4	16	12
Club work	10	7	5	4	15	11
Envelopes in quantity	11	9	3	2	14	11
Two-page business letters	12	10	1	1	13	10
Composition at the machine	9	7	4	3	13	10
Simplified letters	12	10	1	1	13	10
Bibliographies	9	7	4	3	13	10
Financial reports	11	9	2	1	13	10
Prepared forms--filling in	11	9	1	1	12	10
Personal letters	9	7	3	2	12	10
Form letters--typing	11	9	0	0	11	9
Form letters--filling in	10	7	1	1	11	9
Rough drafts	10	7	1	1	11	9
Stencils	9	7	1	1	10	7
Outlines	5	5	4	3	9	7
Modified block business letters	8	6	0	0	8	6
Indented business letters	6	4	2	1	8	6
Manuscripts without footnotes	5	5	1	1	6	4
Personal business letters	5	4	0	0	5	4
Manuscripts with footnotes	3	2	1	1	4	3

TABLE XV-B

PERCENTAGE OF THE COLLEGE GROUP RECOMMENDING "LESS" AND "NO" CLASS TIME

(49 Respondents)

<u>Typewriting Activity</u>	<u>Less Time</u>		<u>No Time</u>		<u>Combined</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Lists	11	22	8	16	19	39
Labels	11	22	6	12	17	35
Telegrams	16	33	1	2	17	35
Poetry	10	20	7	14	17	35
Menus, recipes	12	24	4	8	16	33
Radio, play scripts	9	18	6	12	15	31
Charts, graphs	9	18	4	8	13	27
Legal documents---copying	8	16	5	10	13	27
School homework	7	14	5	10	12	24
Transcribing of dictating machine records	7	14	4	8	11	22
Mailing lists	10	20	1	2	11	22
Hanging Indention letters	9	18	1	2	10	20
Simple tabulation	7	14	2	4	9	18
Application, data sheet	8	16	1	2	9	18
Dictation at machine	4	8	4	8	8	16
Interoffice letter	8	16	0	0	8	16
Envelopes in quantity	7	14	0	0	7	14
Financial reports	5	10	2	4	7	14
Block letters	6	12	1	2	7	14
Program booklets	4	8	3	6	7	14
Two-page letters	6	12	1	2	7	14
Index cards	4	8	2	4	6	12
Personal letters	3	6	3	6	6	12
Postal cards	5	10	1	2	6	12
Simplified letters	5	10	1	2	6	12
Club work	3	6	3	6	6	12
Form letters---filling in	4	8	1	2	5	10
Prepared forms---filling in	4	8	1	2	5	10
Composition at machine	1	2	3	6	4	8
Indented letters	3	6	1	2	4	8
Form letters---typing	4	8	0	0	4	8
Outlines	0	0	3	6	3	6
Modified block business letters	3	6	0	0	3	6
Stencils	2	4	1	2	3	6
Rough drafts	3	6	0	0	3	6
Personal business letters	2	4	0	0	2	4
Bibliographies	0	0	1	2	1	2
Manuscripts with footnotes	0	0	0	0	0	0
Manuscripts without footnotes	0	0	0	0	0	0

TABLE XV-C

PERCENTAGE OF THE HIGH SCHOOL GROUP RECOMMENDING "LESS" AND "NO" CLASS TIME
(28 Respondents)

<u>Typewriting Activity</u>	<u>Less Time</u>		<u>No Time</u>		<u>Combined</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Lists	11	39	7	25	18	64
Labels	11	39	6	21	17	61
Radio, play scripts	11	39	1	4	12	43
Charts, graphs	10	32	2	7	11	39
Menus, recipes	4	14	6	21	10	36
Legal documents	7	25	1	4	8	29
Program booklets	6	21	1	4	7	25
Index cards	5	18	2	7	7	25
Bibliographies	5	18	2	7	7	25
Poetry	5	18	2	7	7	25
Hanging indention letters	6	21	0	0	6	21
Transcribing of dictating machine records	1	4	4	14	5	18
Block letters	5	18	0	0	5	18
Tabulations--simple	5	18	0	0	5	18
Mailing lists	5	18	0	0	5	18
Prepared forms--filling in	4	14	0	0	4	14
Rough drafts	4	14	0	0	4	14
Application, data sheet	1	4	3	11	4	14
Telegrams	4	14	0	0	4	14
Form letters--typing	4	14	0	0	4	14
Composition at machine	2	7	1	4	3	11
Dictation at machine	0	0	3	11	3	11
Financial reports	3	11	0	0	3	11
Modified block letters	3	11	0	0	3	11
Form letters--filling in	3	11	0	0	3	11
Postal cards	1	4	2	7	3	11
Stencils	2	7	0	0	2	7
Interoffice letters	2	7	0	0	2	7
Indented letters	1	4	1	4	2	7
Club work	2	7	0	0	2	7
School homework	2	7	0	0	2	7
Simplified letter	2	7	0	0	2	7
Manuscript without footnotes	1	4	0	0	1	4
Manuscript with footnotes	1	4	0	0	1	4
Personal business letters	1	4	0	0	1	4
Personal letters	1	4	0	0	1	4
Outlines	1	4	0	0	1	4
Envelopes	0	0	1	4	1	4
Two-page letters	0	0	0	0	0	0

TABLE XV-D

PERCENTAGE OF FULL TIME WORKING GROUP RECOMMENDING "LESS" AND "NO"
CLASS TIME

(41 Respondents)

<u>Typewriting Activity</u>	<u>Less Time</u>		<u>No Time</u>		<u>Combined</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Menus, recipes	11	27	6	15	17	41
Lists	9	22	6	15	15	37
Radio, play scripts	12	29	3	7	15	37
Program booklets	11	27	3	7	14	34
Poetry	10	24	4	10	14	34
Charts, graphs	5	12	3	7	8	20
Mailing lists	5	12	3	7	8	20
Application, data sheet	5	12	1	2	6	14
Labels	4	10	2	5	6	15
Postal cards	5	12	1	2	6	15
Simple tabulation	5	12	1	2	6	15
Dictation at the machine	3	7	2	5	5	12
Block business letters	5	12	0	0	5	12
Outlines	4	10	1	2	5	12
Bibliographies	4	10	1	2	5	12
Telegrams in triplicate	2	5	3	7	5	12
Club work	3	7	1	2	4	10
Index cards	3	7	1	2	4	10
Envelopes in quantity	3	7	1	2	4	10
Legal documents---copying	3	7	1	2	4	10
Transcription of dictating machine records	2	5	2	5	4	10
Manuscripts with footnotes	2	5	1	2	3	7
Stencils	3	7	0	0	3	7
Personal letters	3	7	0	0	3	7
Rough drafts	2	5	1	2	3	7
Prepared forms---filling in	3	7	0	0	3	7
Composition at the machine	3	7	0	0	3	7
School homework	1	2	2	5	3	7
Manuscripts without footnotes	2	5	1	2	3	7
Two-page business letters	3	7	0	0	3	7
Hanging indention business letters	2	5	1	2	3	7
Simplified letters	3	7	0	0	3	7
Interoffice letters	3	7	0	0	3	7
Form letters---typing	2	5	0	0	2	5
Financial reports	2	5	0	0	2	5
Form letters---filling in	2	5	0	0	2	5
Modified block business letters	2	5	0	0	2	5
Indented business letters	2	5	0	0	2	5
Personal business letters	1	2	0	0	1	2

TABLE XV-E

PERCENTAGE OF THE MISCELLANEOUS GROUP RECOMMENDING "LESS" AND "NO"
CLASS TIME

(17 Respondents)

<u>Typewriting Activity</u>	<u>Less Time</u>		<u>No Time</u>		<u>Combined</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Lists	2	12	4	23	6	35
Menus, recipes	3	17	3	17	6	35
Poetry	5	29	0	0	5	29
Labels	3	17	1	6	4	23
Stencils	3	17	0	0	3	17
Composition at machine	3	17	0	0	3	17
Mailing lists	3	17	0	0	3	17
Simple tabulation	3	17	0	0	3	17
Interoffice letters	3	17	0	0	3	17
Radio, play scripts	2	12	1	6	3	17
Application, data sheet	2	12	1	6	3	17
Legal documents--copying	1	6	2	12	3	17
Telegrams	1	6	2	12	3	17
School homework	0	0	3	17	3	17
Two-page letters	2	12	0	0	2	12
Manuscripts without footnotes	2	12	0	0	2	12
Personal letters	2	12	0	0	2	12
Program booklets	2	12	0	0	2	12
Charts, graphs	2	12	0	0	2	12
Transcribing of dictating machine records	2	12	0	0	2	12
Hanging indention letters	2	12	0	0	2	12
Simplified letters	2	12	0	0	2	12
Club work	1	6	1	6	2	12
Envelopes	1	6	1	6	2	12
Rough drafts	1	6	0	0	1	6
Form letters--typing	1	6	0	0	1	6
Form letters--filling in	1	6	0	0	1	6
Financial reports	1	6	0	0	1	6
Block letters	1	6	0	0	1	6
Manuscripts with footnotes	0	0	0	0	0	0
Personal business letters	0	0	0	0	0	0
Dictation at the machine	0	0	0	0	0	0
Bibliographies	0	0	0	0	0	0
Outlines	0	0	0	0	0	0
Index cards	0	0	0	0	0	0
Prepared forms--filling in	0	0	0	0	0	0
Modified block letters	0	0	0	0	0	0
Indented letters	0	0	0	0	0	0
Postal cards	0	0	0	0	0	0

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Purpose and Scope

The purpose of this study was to appraise the personal typewriting course in Durham, North Carolina, High School on the basis of a follow-up study of the individuals who took the course during the school years 1947-1948 and 1948-1949.

Information was secured from the permanent school records and by means of a questionnaire directed to the 171 individuals, 50 boys and 121 girls, who took personal typewriting during these two years and who were included in the study. One hundred thirty-five individuals responded, representing 68 per cent of the boys and 84 per cent of the girls, a return of 79 per cent of the total population.

The data sought for the study covered four main points:

1. The extent of use of the typewriter by the respondents for personal, vocational, and outside-for-pay uses of the typewriter.
2. The kinds of typewriting done by the respondents for personal, vocational, and outside-for-pay use.
3. The availability of typewriters for personal use.
4. The opinions of the respondents as to the adequacy of instructional time allocated to the various typewriting activities and applications.

Summary of the Findings

One hundred thirty-five, or 79 per cent of the 171 persons to whom questionnaires were sent, returned them. Of these returns, 25 per cent were from boys and 75 per cent were from girls.

Fifty-six, or 42 per cent, of the respondents took personal typewriting in the eleventh grade, and 75, or 56 per cent, in the twelfth grade. Although the course is elective and is theoretically open to all pupils in Durham High School, preference in enrollment is given to eleventh and twelfth grade pupils because of inability to meet the demand for the course. Fifteen per cent of the respondents took the course only the first semester.

Of the 135 respondents, 36 per cent were in college, 21 per cent were in high school, 30 per cent were working full-time, and the remaining 13 per cent were engaged in various activities referred to as "miscellaneous." For purposes of analysis, the data were tabulated according to these four classifications. Since a preliminary study of the data revealed no appreciable differences between the responses of boys and girls, no differentiation between the responses of boys and girls is made in this study.

The analysis of the data concerning business subjects taken in high school threw little light on the question as to whether the pupils took personal typewriting for vocational use; however, the writer's personal acquaintance with the pupils enrolled in the classes provides evidence that some of the pupils were enrolled for vocational reasons.

Of the 135 respondents, 79 per cent reported that they were or had been engaged in full-time or part-time work. Over 50 per cent of each of the four groups reported employment at some time. Forty-one per cent of

the 106 respondents who were or had been employed reported that the ability to typewrite was a factor in securing employment. The 43 respondents reporting typewriting as an employment aid comprise 32 per cent of the total population; thus typewriting functioned as an employment aid for about 1 in 3 of the total population. Twenty-seven per cent of the employed respondents received all their typewriting training in personal typewriting in Durham High School.

Of the 106 respondents who reported employment, 45 per cent made use of the typewriter on the job. Seventeen per cent of the total population reported outside-for-pay use of the typewriter.

Eighty-three per cent of the total population, 96 per cent of the college group, 86 per cent of the high school group, 75 per cent of the full-time working group, and 59 per cent of the miscellaneous group had typewriters available (at home or elsewhere) for personal use. Six makes of machines, including standard and portable models, and some with pica and some with elite type, were reported. No one make predominated.

Eighty-seven per cent of the total population, 90 per cent of the college group, 93 per cent of the high school group, 83 per cent of the full-time working group, and 77 per cent of the miscellaneous group reported some ("much" or "little") personal use of the typewriter.

Of the total population, 87 per cent reported one or more personal-use typewriting activities. However, only 25 per cent of the total population reported as many as 12 typewriting activities for personal use. These are:

- Personal letters
- Outlines
- School homework
- Personal business letters
- Manuscripts without footnotes
- Manuscripts with footnotes

- Bibliographies
- Club work
- Composition at the machine
- Poetry
- Rough drafts
- Index cards

The comparable list for the college group agrees with this list with the addition of two activities:

- Indented letters
- Two-page letters

The comparable list for the high school group excludes index cards and includes the following additional activities:

- Modified block letters
- Envelopes
- Menus, recipes
- Simple tabulations
- Block letters
- Postal cards
- Stencils

The comparable list for the miscellaneous group excludes two activities--rough drafts and index cards--and includes 3 additional activities:

- Envelopes
- Postal cards
- Mailing lists

The comparable list for the full-time working group includes no additional activities and excludes the following activities:

- Club work
- Composition at the machine
- Poetry
- Rough drafts
- Index cards

Only 5 typewriting activities were reported for personal use by 50 per cent or more of the total population. These are:

- Personal letters
- Outlines
- School homework
- Personal business letters
- Manuscripts without footnotes

The comparable list for the college group agrees with this list with the addition of two activities:

Manuscripts with footnotes
Bibliographies

The comparable list for the high school group agrees with this list with the addition of two activities:

Bibliographies
Poetry

The comparable list for the miscellaneous group excludes all activities except the following:

Personal letters
Outlines
School homework

Only 1 typewriting activity was reported for personal use by 50 per cent or more of the full-time working group--personal letters.

No single typewriting activity was reported for personal use by 75 per cent of the total population, or of the working group. Only one activity--outlines--was reported by 75 per cent or more of the college group. Four typewriting activities were reported for personal use by at least 75 per cent of the high school group. These are:

School homework
Personal letters
Personal business letters
Outlines

Only 1 typewriting activity was reported for personal use by 75 per cent of the miscellaneous group--personal letters.

One or more on-the-job typewriting activities were reported by 29 per cent of the total population, but not any one on-the-job typewriting activity was reported by as many as 25 per cent of the total population or by 25 per cent of any group except the full-time working group.

Fourteen typewriting activities were reported for on-the-job use by 10 per cent or more of the total population. These are:

- Modified block letters
- Stencils
- Prepared forms--filling in
- Form letters--filling in
- Form letters--typing
- Envelopes
- Rough drafts
- Personal business letters
- Indented letters
- Two-page letters
- Labels
- Simple tabulations
- Interoffice letters
- Index cards

Only 1 typewriting activity was reported for on-the-job use by even as many as 10 per cent of the college group--envelopes.

Only 2 typewriting activities were reported for on-the-job use by as many as 10 per cent of the high school group--filling in form letters and typing form letters.

The comparable list for the full-time working group includes the 14 typewriting activities listed by 10 per cent or more of the total population and includes the following additional activities:

- Block letters
- Postal cards
- Outlines
- Legal documents--copying
- Personal letters
- Telegrams
- Composition at the machine
- Mailing lists
- Simplified letters
- Hanging indention letters
- Charts, graphs
- Financial reports
- Club work

The comparable list for the miscellaneous group includes 7 of the activities reported by 10 per cent or more of the total population. These are:

- Rough drafts
- Modified block letters
- Form letters--filling in
- Envelopes
- Personal business letters
- Labels
- Index cards

In addition, these 6 activities were reported for on-the-job use by 10 per cent or more of the miscellaneous group:

- Personal letters
- Legal documents--copying
- Manuscripts with footnotes
- Manuscripts without footnotes
- School homework
- Radio, play scripts

Three typewriting activities were reported for on-the-job use by as many as 25 per cent of the full-time working group. These are:

- Rough drafts
- Modified block letters
- Labels

All typewriting activities reported for on-the-job use by as many as 10 per cent of any group are included in the list of personal-use activities reported by 25 per cent or more of the total population and of the four groups with the exception of the following:

- Form letters--filling in
- Form letters--typing
- Prepared forms--filling in
- Labels
- Interoffice letters
- Legal documents--copying
- Radio, play scripts

One or more outside-for-pay typewriting activities were reported by only 17 per cent of the total population. However, the largest number of respondents reporting any one outside-for-pay activity was 8, or 6 per cent, of the total population. This activity is manuscripts with footnotes. The outside-for-pay typewriting activities reported are activities otherwise reported by the various groups.

Of the total population, 25 per cent or more expressed the opinion that more class time be given to the following typewriting activities:

- Manuscripts with footnotes
- Manuscripts without footnotes
- Stencils
- Composition at the machine
- Personal business letters
- Dictation at the machine
- Rough drafts
- Outlines
- Bibliographies
- Financial reports
- Personal letters
- Form letters--typing
- Transcription of dictating machine records
- School homework
- Modified block letters

The comparable list for the college group excludes the last 6 activities listed above and adds one activity, simple tabulations.

The comparable list for the high school group includes all the activities for which more time was recommended by 25 per cent of the total population with the exception of bibliographies. In addition, more class time was recommended by 25 per cent or more of the high school group for the following activities:

- Prepared forms--filling in
- Two-page letters
- Envelopes
- Indented letters
- Form letters--filling in
- Legal documents--copying
- Interoffice letters
- Club work
- Block letters

The comparable list for the full-time working group includes all the activities listed above for the total population with the exception of bibliographies. The list also includes the following not listed for the total population:

- Block letters
- Prepared forms--filling in
- Simple tabulations
- Two-page letters
- Form letters--filling in
- Indented letters
- Envelopes
- Legal documents--copying
- Simplified letters
- Hanging indention letters

The comparable list for the miscellaneous group includes all the activities listed by 25 per cent or more of the total population except outlines and bibliographies. In addition, the miscellaneous group recommended more time for:

- Indented letters
- Two-page letters
- Index cards
- Form letters--filling in
- Club work
- Postal cards
- Application, data sheet

Of the total population, more than 50 per cent expressed the opinion that more class time be given only one typewriting activity--manuscripts with footnotes.

Of the college group, more than 50 per cent recommended more class time for 3 typewriting activities:

- Manuscripts with footnotes
- Manuscripts without footnotes
- Bibliographies

The comparable list for the high school group agrees with the college list except for bibliographies, but adds:

- Composition at the machine
- Stencils
- Dictation at the machine

No typewriting activity was recommended for more class time by more than 50 per cent of the full-time working group.

The comparable list for the miscellaneous group is comprised of the following 5 activities:

- Stencils
- Manuscripts with footnotes
- Dictation at the machine
- Manuscripts without footnotes
- Personal business letters

More class time was recommended by as many as 75 per cent of the total population for no activity.

More than 75 per cent of the college group recommended more class time for only one activity--manuscripts with footnotes. More than 75 per cent of the miscellaneous group recommended more class time for one activity--stencils. More than 75 per cent of the other groups made no recommendation of more class time for any one activity.

Of the total population, 25 per cent or more expressed the opinion that less class time be given to only one typewriting activity--radio and play scripts. More than 25 per cent of the college group recommended less class time for only one activity--telegrams. Of the high school group, 25 per cent or more recommended less class time for 5 typewriting activities:

- Radio, play scripts
- Lists
- Labels
- Charts, graphs
- Legal documents--copying

Of the full-time working group, 25 per cent or more recommended less class time for 3 activities:

- Radio, play scripts
- Menus, recipes
- Program booklets

Of the miscellaneous group, 25 per cent or more recommended less class time for only 1 activity--poetry.

As many as 10 per cent of all groups recommended less class time for the following typewriting activities:

- Radio, play scripts
- Lists
- Menus, recipes
- Labels
- Poetry
- Charts, graphs
- Mailing lists
- Simple tabulations

For no activity did as many as 25 per cent of the total population or of any group recommend no class time.

More class time was recommended by 25 per cent or more of the total population for 9 typewriting activities reported for personal use by 25 per cent or more of the total population. These are:

- Personal letters
- Outlines
- School homework
- Personal business letters
- Manuscripts without footnotes
- Manuscripts with footnotes
- Bibliographies
- Composition at the machine
- Rough drafts

More class time was recommended by 25 per cent or more of the total population for 6 typewriting activities not reported for personal use by 25 per cent or more of the total population. These are:

- Stencils
- Dictation at the machine
- Financial reports
- Form letters--typing
- Transcription of dictating machine records
- Modified block letters

These activities suggest the possibility that the respondents may have had in mind on-the-job uses as well as personal uses of the typewriter when making recommendations.

Conclusions

From the findings of this study, the following conclusions were drawn:

1. The basic content of "personal typewriting" at Durham High School is reasonably adequate in its coverage of personal-use typewriting activities and of such on-the-job typewriting activities as those who were or had been employed needed.
2. The course content for personal-use typewriting at Durham High School includes the important on-the-job typewriting activities to the extent that personal-use and on-the-job objectives of first-year typewriting of the nonstenographic pupil can be achieved through the same course.
3. Outside-for-pay typewriting activities are adequately covered in the basic content of personal-use typewriting at Durham High School.
4. The fact that there was no significant differentiation in the typewriting activities reported by boys and girls is evidence that the needs of both boys and girls can be met by the same basic course content.
5. Since the typewriting activities reported by 25 per cent or more of the total population or 25 per cent or more of any group in the main coincide with the activities for which 25 per cent or more recommended more class time, there is a close relationship between use and felt need for provision for more instruction and practice.
6. There is likewise a close relationship between the activities in which less than 25 per cent of the total population or of any group participated and the activities for which less or no class time was recommended by as many as 10 per cent of the total population or of any group.
7. Typewriters are available to and used by sufficient numbers of people who have had typewriting instruction to justify making typewriting

instruction available to all high school pupils who might choose to elect the course.

8. The practice of providing in the classroom several makes of machines, some with pica and some with elite type, is desirable in the light of the typewriters available for personal use.

9. The fact that typewriting skill attained in the personal-use typewriting class was reported by more than 30 per cent to be an important factor in securing employment provides added evidence of the value of an elective course in personal typewriting.

Recommendations

The following recommendations are made on the basis of the above findings and conclusions:

1. That the present practice of providing an elective course in typewriting at Durham High School be continued.

2. That a sufficient number of classes be provided to make one year of typewriting instruction available to all high school pupils choosing to elect the course.

3. That the present practice of using more than one make of machine for typewriting instruction be continued.

4. That the basic course content of personal typewriting at Durham High School be preserved to provide for the pupil's personal needs and probable related on-the-job needs.

5. (a) That the time schedule for the various activities now scheduled in the personal typewriting course at Durham High School be modified to allow more instructional time and practice for the following activities:

Personal letters
 Outlines
 School homework
 Personal business letters
 Manuscripts without footnotes
 Manuscripts with footnotes
 Composition at the machine
 Bibliographies
 Rough drafts

(b) That, in order to provide the additional time and practice needed for the activities listed in 5 (a) above, the time and practice for one or more of the following activities may be reduced:

Radio, play scripts
 Prepared forms--filling in
 Program booklets
 Dictation at the machine
 Simplified letters
 Application, data sheet
 Form letters--filling in
 Hanging indention letters
 Telegrams
 Interoffice letters

6. That research is needed to determine whether or not basic drills might be reduced in order to provide more time for achieving higher standards on the applied typewriting activities.

7. That an appraisal of vocational typewriting at Durham High School be made to determine whether the present practice of differentiating between "personal typewriting" and the first year of "vocational typewriting" is justified.

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APPENDIX

TABLE XVI-A
 TYPEWRITING ACTIVITIES OF TOTAL POPULATION
 (135 Respondents)

Typewriting Activity	Personal Use			On-the-Job Use			Outside-for-Pay Use		
	B	G	T	B	G	T	B	G	T
Personal letters	22	71	93	0	10	10	1	1	2
Outlines	22	62	84	2	9	11	2	3	5
School homework	17	63	80	1	3	4	1	0	1
Personal business letters	18	62	80	3	12	15	1	3	4
Manuscripts without footnotes	19	53	72	0	5	5	3	4	7
Manuscripts with footnotes	22	43	65	1	5	6	3	5	8
Bibliographies	17	39	56	0	4	4	1	5	6
Club work	12	38	50	0	6	6	1	3	4
Composition at the machine	9	39	48	1	6	7	1	0	1
Poetry	8	34	42	0	1	1	1	1	2
Rough drafts	9	32	41	2	13	15	2	4	6
Index cards	12	26	38	1	12	13	0	0	0
Indented business letters	8	25	33	2	13	15	1	2	3
Envelopes in quantity	8	24	32	4	12	16	2	2	4
Two-page business letters	4	25	29	1	14	15	1	1	2
Simple tabulations	7	22	29	1	13	14	1	0	1
Stencils	5	23	28	3	13	16	1	0	1
Menus, recipes	2	26	28	2	1	3	0	0	0
Modified block business letters	9	18	27	2	14	16	1	1	2
Postal cards	7	19	26	2	10	12	1	0	1
Block business letters	8	17	25	1	11	12	1	0	1
Radio, play scripts	5	17	22	0	2	2	0	2	2
Mailing lists	3	18	21	1	6	7	1	1	2
Prepared forms--filling in	5	14	19	3	13	16	2	0	2
Program booklets	1	18	19	0	1	1	1	1	2
Dictation at machine	5	14	19	2	6	8	1	1	2
"Simplified" business letter	4	14	18	1	6	7	1	1	2
Application, data sheet	4	14	18	1	3	4	1	0	1
Form letters--typing	7	11	18	1	15	16	1	0	1
Form letters--filling in	6	11	17	2	14	16	1	0	1
Labels	3	14	17	3	12	15	0	0	0
Lists	2	14	16	0	3	3	0	0	0
Financial reports	6	10	16	1	6	7	1	1	2
Hanging indention business letters	4	11	15	1	6	7	1	0	1
Charts, graphs	6	9	15	0	6	6	0	1	1
Legal documents, copying	1	10	11	0	11	11	1	2	3
Telegrams in triplicate	2	8	10	0	7	7	1	0	1
Interoffice business letters	2	5	7	0	14	14	1	1	2
Transcription of dictating machine records	0	4	4	0	4	4	0	0	0

TABLE XVI-B
 TYPEWRITING ACTIVITIES OF THE COLLEGE GROUP
 (49 Respondents)

Typewriting Activity	Personal Use			On-the-Job Use			Outside-for-Pay Use		
	B	G	T	B	G	T	B	G	T
Outlines	16	21	37	1	0	1	0	0	0
Manuscripts with footnotes	17	17	35	0	1	1	1	1	2
Manuscripts without footnotes	13	21	34	0	1	1	2	1	3
School homework	13	20	33	0	1	1	0	0	0
Bibliographies	13	19	32	0	2	2	1	2	3
Personal letters	13	19	32	0	1	1	1	0	1
Personal business letters	13	18	31	2	1	3	0	1	1
Club work	10	14	24	0	1	1	0	0	0
Composition at the machine	9	15	24	0	0	0	0	0	0
Rough drafts	7	14	21	1	0	1	1	1	2
Index cards	12	8	20	0	1	1	0	0	0
Poetry	4	11	15	0	0	0	0	0	0
Indented business letters	6	7	13	1	1	2	1	0	1
Two-page business letters	5	8	13	0	2	2	0	0	0
Modified block business letters	6	6	12	1	2	3	0	0	0
Stencils	4	8	12	2	2	4	0	0	0
Simple tabulations	3	9	12	0	1	1	0	0	0
Envelopes in quantity	7	4	11	3	2	5	1	2	3
Block business letters	6	4	10	0	1	1	0	0	0
Menus, recipes	2	7	9	2	0	2	0	0	0
Charts, graphs	5	3	8	0	0	0	1	0	1
Financial reports	5	3	8	0	0	0	1	0	1
Radio, play scripts	4	3	7	0	0	0	0	0	0
Lists	3	4	7	0	0	0	0	0	0
Postal cards	6	1	7	1	0	1	0	0	0
Dictation at the machine	4	3	7	1	2	3	0	0	0
Form letters--typing	5	1	6	0	2	2	0	0	0
Application, data sheet	3	3	6	0	0	0	0	0	0
"Simplified" business letter	4	2	6	0	0	0	1	0	1
Program booklets	1	4	5	0	0	0	1	0	1
Mailing lists	2	3	5	0	0	0	0	0	0
Form letters--filling in	4	1	5	1	2	3	0	0	0
Labels	3	1	4	0	1	1	0	0	0
Prepared forms--filling in	2	2	4	2	1	3	1	0	1
Hanging indention business letters	4	0	4	0	0	0	0	0	0
Legal documents--copying	1	1	2	0	0	0	0	1	1
Telegrams in triplicate	2	0	2	0	1	1	0	0	0
Interoffice letters	1	0	1	0	1	1	0	0	0
Transcription of dictating machine records	0	0	0	0	1	1	0	0	0

TABLE XVI-C

TYPEWRITING ACTIVITIES OF THE HIGH SCHOOL GROUP

(28 Respondents)

Typewriting Activity	Personal Use			On-the-Job Use			Outside-for-Pay Use		
	B	G	T	B	G	T	B	G	T
School homework	2	21	23	0	0	0	1	0	1
Personal letters	5	18	23	0	0	0	0	0	0
Personal business letters	5	17	22	1	0	1	1	2	3
Outlines	4	17	21	1	0	1	1	0	1
Manuscripts without footnotes	3	13	16	0	0	0	1	0	1
Poetry	3	12	15	0	0	0	1	0	1
Manuscripts with footnotes	4	10	14	1	0	1	2	1	3
Composition at the machine	1	10	11	1	0	1	1	0	1
Indented business letters	2	8	10	1	1	2	1	1	2
Rough drafts	2	8	10	1	0	1	1	0	1
Club work	2	8	10	0	0	0	1	2	2
Modified block business letters	2	7	9	1	1	2	1	0	1
Menus, recipes	0	9	9	0	0	0	0	0	0
Two-page business letters	0	8	8	1	1	2	1	1	2
Simple tabulations	1	7	8	0	1	1	0	0	0
Block business letters	2	5	7	1	1	2	1	0	1
Postal cards	1	6	7	1	0	1	1	0	1
Stencils	1	6	7	1	0	1	1	0	1
Bibliographies	3	4	7	0	0	0	0	1	1
Program booklets	0	6	6	0	1	1	0	0	0
Index cards	0	6	6	1	0	1	0	0	0
Radio, play scripts	1	5	6	0	0	0	0	0	0
Labels	0	6	6	2	0	2	0	0	0
Prepared forms--filling in	2	4	6	1	1	2	1	0	1
"Simplified" business letters	1	5	6	1	1	2	1	0	1
Hanging indention business letters	0	5	5	0	1	1	0	0	0
Application, data sheet	1	3	4	1	0	1	1	0	1
Dictation at the machine	1	3	4	1	0	1	1	1	2
Form letters--typing	2	1	3	1	2	3	1	0	1
Form letters--filling in	2	1	3	1	2	3	1	0	1
Mailing lists	1	2	3	1	1	2	0	0	0
Financial reports	1	2	3	1	1	2	1	0	1
Charts, graphs	1	1	2	0	0	0	0	0	0
Lists	0	2	2	0	0	0	0	0	0
Telegrams in triplicate	0	2	2	0	0	0	0	0	0
Legal documents--copying	0	1	1	0	1	1	1	1	2
Transcription of dictating machine records	0	0	0	0	0	0	0	0	0
Interoffice business letters	0	0	0	0	1	1	0	0	0

TABLE XVI-D
 TYPEWRITING ACTIVITIES OF THE FULL-TIME WORKING GROUP
 (41 Respondents)

Typewriting Activity	Personal Use			On-the-Job Use			Outside-for-Pay Use		
	B	G	T	B	G	T	B	G	T
Personal letters	3	22	25	0	6	6	0	0	0
Personal business letters	0	19	19	0	10	10	0	0	0
Outlines	1	16	17	0	8	8	0	1	1
Manuscripts without footnotes	1	13	14	0	2	2	0	2	2
School homework	1	12	13	0	1	1	0	0	0
Bibliographies	1	10	11	0	2	2	0	1	1
Manuscripts with footnotes	1	10	11	0	2	2	0	2	2
Club work	0	9	9	0	4	4	0	0	0
Index cards	0	8	8	0	10	10	0	0	0
Mailing lists	0	8	8	0	5	5	0	1	1
Typing form letters	0	8	8	0	9	9	0	0	0
Filling in form letters	0	8	8	0	10	10	0	0	0
Composition at machine	0	8	8	0	5	5	0	0	0
Poetry	1	6	7	0	0	0	0	0	0
Legal documents	0	7	7	0	8	8	0	0	0
Program booklets	0	7	7	0	0	0	0	1	1
Menus, recipes	0	7	7	0	1	1	0	0	0
Postal cards	0	7	7	0	9	9	0	0	0
Stencils	0	7	7	0	9	9	0	0	0
Indented letters	0	7	7	0	9	9	0	0	0
Two-page letters	0	7	7	0	9	9	0	0	0
Radio, play scripts	0	6	6	0	0	0	0	1	1
Envelopes in quantity	0	6	6	0	8	8	0	0	0
Rough drafts	0	6	6	0	12	12	0	1	1
Simple tabulations	0	6	6	0	10	10	0	0	0
Dictation at machine	0	6	6	0	3	3	0	0	0
Block style letters	0	6	6	0	9	9	0	0	0
Lists	0	5	5	0	2	2	0	0	0
Labels	0	5	5	1	10	11	0	0	0
Financial reports	0	4	4	0	4	4	0	0	0
Application, data sheet	0	5	5	0	2	2	0	0	0
Filling in prepared forms	0	5	5	0	9	9	0	0	0
Modified block letters	0	5	5	0	11	11	0	0	0
Hanging indention letters	0	5	5	0	5	5	0	0	0
"Simplified" letters	0	5	5	0	5	5	0	0	0
Telegrams	0	4	4	0	5	5	0	0	0
Charts, graphs	0	4	4	0	5	5	0	0	0
Transcription of records	0	4	4	0	3	3	0	0	0
Interoffice letters	0	4	4	0	10	10	0	0	0

TABLE XVIII-A

NUMBER OF TOTAL POPULATION RECOMMENDING "MORE," "SAME," "LESS," AND "NO"
CLASS TIME

(135 Respondents)

Typewriting Activity	Amount of Class Time											
	More			Same			Less			No		
	B	G	T	B	G	T	B	G	T	B	G	T
Manuscripts with footnotes	24	63	87	4	23	27	1	2	3	0	1	1
Manuscripts without footnotes	19	47	66	8	35	43	0	5	5	0	1	1
Stencils	10	52	62	5	26	31	3	6	9	1	1	2
Composition at the machine	14	46	60	5	27	32	1	8	9	2	2	4
Personal business letters	12	45	57	11	39	50	1	4	5	0	0	0
Dictation at the machine	9	47	56	7	19	26	1	6	7	2	7	9
Rough drafts	7	38	45	10	37	47	5	5	10	0	1	1
Outlines	13	31	44	12	55	67	2	4	6	1	3	4
Bibliographies	11	31	42	13	47	60	0	9	9	2	2	4
Financial reports	7	33	40	5	39	44	6	5	11	1	1	2
Personal letters	11	29	40	16	52	68	1	8	9	1	2	3
Form letters--typing	6	31	37	10	42	52	4	7	11	0	0	0
Transcription of dictating machine records	3	34	37	7	22	29	5	7	12	3	7	10
School homework	9	28	37	11	48	59	7	3	10	2	8	10
Modified block business letters	8	27	35	11	51	62	3	5	8	0	0	0
Prepared forms--filling in	5	28	33	10	39	49	2	9	11	1	0	1
Indented business letters	7	23	30	12	57	69	2	4	6	2	0	2
Two-page business letters	5	25	30	12	50	62	7	5	12	1	0	1
Envelopes in quantity	7	22	29	11	48	59	3	8	11	1	2	3
Form letters--filling in	4	25	29	10	44	54	4	6	10	0	1	1
Legal documents--copying	3	26	29	9	36	45	5	14	19	2	7	9
Index cards	6	21	27	15	48	63	2	10	12	1	4	5
Block business letters	6	22	28	10	49	59	4	13	17	1	0	1
"Simplified" business letters	6	19	25	9	55	64	4	8	12	1	0	1
Simple tabulations	5	20	25	8	48	56	5	15	20	2	1	3
Postal cards	8	16	24	10	54	64	3	8	11	2	3	5
Interoffice business letters	2	22	24	10	48	58	5	11	16	2	0	2
Club work	2	20	22	15	54	69	4	6	10	1	4	5
Charts, graphs	3	14	17	6	39	45	6	19	25	4	5	9
Application, data sheet	2	15	17	12	40	52	1	11	16	1	5	6
Hanging indention business letters	4	12	16	8	50	58	6	13	19	2	0	2
Mailing lists	0	16	16	10	46	56	8	15	23	0	4	4
Telegrams in triplicate	1	14	15	7	48	55	10	13	23	1	5	6
Program booklets	1	11	12	8	51	59	6	17	23	3	4	7
Labels	2	9	11	6	34	40	7	22	29	5	10	15
Menus, recipes	1	9	10	4	39	43	9	22	31	5	14	19
Poetry	0	7	7	7	50	57	9	21	30	5	9	14
Radio, play scripts	0	4	4	7	43	50	7	27	34	6	5	11
Lists	0	4	4	8	27	35	7	27	34	4	21	25

TABLE XVIII-B

NUMBER OF THE COLLEGE GROUP RECOMMENDING "MORE," "SAME," "LESS," AND
"NO" CLASS TIME

(49 Respondents)

Typewriting Activity	Amount of Class Time											
	More			Same			Less			No		
	B	G	T	B	G	T	B	G	T	B	G	T
Manuscripts with footnotes	17	23	40	1	5	6	0	0	0	0	0	0
Manuscripts without footnotes	12	17	29	4	9	13	0	0	0	0	0	0
Bibliographies	9	18	27	7	10	17	0	0	0	1	0	1
Outlines	9	13	22	9	14	23	0	0	0	0	3	3
Composition at the machine	10	12	22	1	10	11	0	1	1	1	2	3
Rough drafts	6	10	16	3	12	15	2	1	3	0	0	0
Stencils	4	12	16	3	7	10	1	1	2	1	0	1
Personal business letters	8	7	15	7	15	22	0	2	2	0	0	0
Dictation at machine	4	9	13	3	3	6	0	4	4	2	2	4
Modified block letter	5	5	10	4	12	16	1	2	3	0	0	0
Index cards	6	3	9	8	13	21	0	4	4	0	2	2
School homework	4	4	8	8	15	23	4	3	7	1	4	5
Envelopes in quantity	4	4	8	5	11	16	2	5	7	0	0	0
Personal letters	4	3	7	9	18	27	1	2	3	1	2	3
Postal cards	4	2	6	6	11	17	2	3	5	0	1	1
Interoffice letters	3	2	6	4	10	14	2	6	8	0	0	0
Financial reports	3	3	6	2	12	14	2	3	5	1	1	2
Legal documents	3	3	6	2	10	12	2	6	8	2	3	5
Transcription of records	2	4	6	1	4	5	3	4	7	2	2	4
Indented letters	3	2	5	5	17	22	1	2	3	1	0	1
"Simplified" letter	4	1	5	3	15	18	2	3	5	1	0	1
Typing form letters	1	4	5	7	10	17	2	2	4	0	0	0
Simple tabulations	3	1	4	4	15	19	1	6	7	2	0	2
Filling in form letters	1	3	4	6	12	18	2	2	4	0	1	1
Block style letters	3	1	4	4	14	18	2	4	6	1	0	1
Program booklets	1	3	4	4	12	16	2	2	4	1	2	3
Application, data sheet	0	4	4	5	9	14	3	5	8	1	0	1
Club work	2	1	3	9	17	26	2	1	3	0	3	3
Hanging indention letter	2	1	3	3	11	14	3	6	9	1	0	1
Charts, graphs	1	2	3	3	9	12	4	5	9	1	3	4
Two-page letter	0	2	2	4	17	21	3	3	6	1	0	1
Filling in prepared forms	1	1	2	7	12	19	1	3	4	1	0	1
Poetry	0	2	2	1	16	17	6	4	10	4	3	7
Radio, play scripts	1	1	2	5	11	16	2	7	9	3	3	6
Mailing lists	0	2	2	4	8	12	4	6	10	0	1	1
Telegrams	1	1	2	0	7	7	7	9	16	1	1	1
Menus, recipes	1	0	1	1	12	13	6	6	12	1	3	4
Labels	0	0	0	3	7	10	3	8	11	3	3	6
Lists	0	0	0	3	7	10	3	8	11	2	6	8

TABLE XVIII-C

NUMBER OF THE HIGH SCHOOL GROUP RECOMMENDING "MORE," "SAME," "LESS," "NO"
CLASS TIME

(28 Respondents)

Typewriting Activity	Amount of Class Time											
	More			Same			Less			No		
	B	G	T	B	G	T	B	G	T	B	G	T
Manuscripts without footnotes	4	12	16	2	9	11	0	1	1	0	0	0
Composition at the machine	3	13	16	3	4	7	0	2	2	0	1	1
Manuscripts with footnotes	4	11	15	2	10	12	0	1	1	0	0	0
Stencils	3	12	15	2	9	11	1	1	2	0	0	0
Dictation at the machine	2	12	14	4	5	9	0	0	0	0	3	3
Personal business letters	4	9	13	2	12	14	0	1	1	0	0	0
Financial reports	3	9	12	2	11	13	1	2	3	0	0	0
Personal letters	4	7	11	2	14	16	0	1	1	0	0	0
Filling in of prepared forms	2	9	11	3	10	13	1	3	5	0	0	0
Transcription of dictating machine records	1	10	11	3	7	10	1	0	1	1	3	4
Modified block business letters	2	8	10	3	12	15	1	2	3	0	0	0
Two-page business letters	2	7	9	4	15	19	0	0	0	0	0	0
Outlines	3	6	9	2	16	18	1	0	1	0	0	0
Envelopes in quantity	2	7	9	3	14	17	0	0	0	1	0	1
Typing of form letters	3	6	9	1	13	14	1	3	4	0	0	0
Interoffice business letters	2	6	8	4	14	18	0	2	2	0	0	0
Indented business letters	1	6	7	4	14	18	0	1	1	1	0	1
Club work	1	7	8	4	14	18	1	1	2	0	0	0
Filling in of form letters	2	6	8	2	14	16	1	2	3	0	0	0
Copying of legal documents	0	8	8	5	7	12	1	6	7	0	1	1
School homework	2	5	7	2	17	19	2	0	2	0	0	0
Copying of rough drafts	2	5	7	3	14	17	1	3	4	0	0	0
Block business letters	2	5	7	4	12	16	0	5	5	0	0	0
Postal cards	2	4	6	2	17	19	0	1	1	2	0	2
Simplified letters	2	4	6	3	16	19	1	1	2	0	0	0
Simple tabulations	1	5	6	3	14	17	2	3	5	0	0	0
Mailing lists	0	6	6	4	13	17	2	3	5	0	0	0
Charts, graphs	0	6	6	2	9	11	2	7	9	2	0	2
Menus, recipes	0	6	6	2	10	12	1	3	4	3	3	6
Program booklets	0	6	6	4	11	15	1	5	6	1	0	1
Hanging indention business letter	1	3	4	3	15	18	2	4	6	0	0	0
Index cards	0	4	4	4	1	5	1	4	5	1	1	2
Application, data sheet	0	3	3	5	16	21	1	0	1	0	3	3
Telegrams	0	3	3	5	16	21	1	3	4	0	0	0
Bibliographies	1	2	3	4	13	17	0	5	5	1	1	2
Lists	0	2	2	2	6	8	2	9	11	2	5	7
Poetry	0	1	1	4	16	20	2	3	5	0	2	2
Labels	1	1	2	2	7	9	1	10	11	2	4	6

TABLE XVII-D

NUMBER OF THE FULL-TIME WORKING GROUP RECOMMENDING "MORE," "SAME," "LESS,"
"NO" CLASS TIME

(41 Respondents)

Typewriting Activity	Amount of Class Time											
	More			Same			Less			No		
	B	G	T	B	G	T	B	G	T	B	G	T
Personal business letters	1	19	20	2	11	13	1	0	1	0	0	0
Manuscripts with footnotes	2	18	20	1	6	7	1	1	2	0	1	1
Stencils	2	16	18	0	9	9	1	2	3	0	0	0
Dictation at machine	2	16	18	0	6	6	1	2	3	0	2	2
Personal letters	2	14	16	2	13	15	0	3	3	0	0	0
Typing form letters	1	15	16	1	12	13	1	1	2	0	0	0
Financial reports	1	15	16	0	10	10	2	0	2	0	0	0
Block letters	0	15	15	1	13	14	2	3	5	0	0	0
Rough drafts	0	15	15	2	10	12	1	1	2	0	1	1
Prepared forms--filling in	2	13	15	0	8	8	1	2	3	0	0	0
Transcription of dictating machine records	0	15	15	2	4	6	1	1	2	0	2	2
Composition at the machine	0	14	14	2	9	11	1	2	3	0	0	0
School homework	2	11	13	1	13	14	1	0	1	0	2	2
Simple tabulations	0	13	13	1	8	9	2	3	5	0	1	1
Manuscripts without footnotes	1	11	12	3	14	17	0	2	2	0	1	1
Form letters--filling in	1	11	12	1	12	13	1	1	2	0	0	0
Modified block letters	0	12	12	2	14	16	1	1	2	0	0	0
Two-page letters	0	12	12	0	13	13	2	1	3	0	0	0
"Simplified" letters	1	10	11	1	16	17	1	2	3	0	0	0
Legal documents	0	11	11	2	15	17	2	1	3	0	1	1
Indented letters	1	10	11	1	15	16	1	1	2	0	0	0
Outlines	1	10	11	0	15	15	2	2	4	1	0	1
Envelopes in quantity	1	10	11	1	15	16	1	2	3	0	1	1
Interoffice letters	0	10	10	1	16	17	2	1	3	0	0	0
Bibliographies	0	10	10	2	14	16	0	4	4	1	0	1
Hanging indention letters	1	6	7	1	19	20	1	1	2	1	0	1
Index cards	0	8	8	2	15	17	1	2	3	0	1	1
Mailing lists	0	7	7	1	17	18	2	3	5	0	3	3
Postal cards	1	6	7	1	16	17	1	4	5	0	1	1
Club work	0	6	6	2	20	22	1	3	4	0	1	1
Telegrams	0	6	6	2	15	17	1	1	2	0	3	3
Charts, graphs	1	5	6	1	13	14	0	5	5	0	3	3
Labels	1	4	5	1	17	18	1	3	4	0	2	2
Application, data sheet	1	4	5	1	16	17	1	4	5	0	1	1
Poetry	0	2	2	3	13	16	1	9	10	0	4	4
Radio, play scripts	0	2	2	1	12	13	1	11	12	2	1	3
Program booklets	0	1	1	0	15	15	2	9	11	1	2	3
Menus, recipes	0	1	1	1	12	13	2	9	11	0	6	6
Lists	0	1	1	2	10	12	1	8	9	0	6	6

TABLE XVIII-E

NUMBER OF THE MISCELLANEOUS GROUP RECOMMENDING "MORE," "SAME," "LESS," AND
NO CLASS TIME

(17 Respondents)*

Typewriting Activity	Amount of Class Time			
	More	Same	Less	No
Stencils	13	1	2	0
Dictation at the machine	11	4	0	0
Manuscripts with footnotes	12	2	0	0
Manuscripts without footnotes	9	2	2	0
Personal business letters	9	1	0	0
School homework	8	4	0	3
Composition at the machine	8	2	3	0
Form letters--typing	7	5	1	0
Rough drafts	7	3	1	0
Personal letters	6	10	0	0
Indented business letters	6	9	0	0
Two-page business letters	6	8	2	0
Index cards	6	7	0	0
Financial reports	6	4	1	0
Postal cards	5	9	0	1
Transcription of dictating machine records	5	6	2	0
Form letters--filling in	5	5	1	0
Application, data sheet	5	5	2	1
Club work	5	3	1	1
Prepared forms--filling in	4	9	0	0
Legal documents--copying	4	7	1	2
Labels	4	5	3	1
Modified block business letters	3	10	0	0
Telegrams	3	9	1	2
Poetry	3	8	5	0
"Simplified" business letters	3	6	2	0
Outlines	2	11	0	0
Hanging indention business letters	2	8	2	0
Simple tabulation	2	7	3	0
Menus, recipes	2	6	3	3
Charts, graphs	2	4	2	0
Block business letters	1	11	1	0
Bibliographies	1	10	0	0
Envelopes in quantity	1	9	1	1
Program booklets	1	9	2	0
Mailing lists	1	7	3	0
Radio, play scripts	1	6	2	1
Lists	1	5	2	4
Interoffice business letters	0	8	3	0

* The one boy in this group made no recommendations.

DURHAM HIGH SCHOOL

Courses offered and their Values in Units
1945-1950

<u>Groups</u>	<u>Courses</u>	<u>Units</u>	<u>Groups</u>	<u>Courses</u>	<u>Units</u>
Art	General 1	1	Indus.	Woodshop 1	1
	Appreciation 2	1	Arts	Woodshop 2	1
	Specialization 3	1		Mech. Drawing 1	1
Bible	Bible 1	1		Mech. Drawing 2	1
	Bible 2	1		Machine Shop 1	
				(3 hrs. per day)	2
Commercial	Bookkeeping 1	1		Machine Shop 2	
	Bookkeeping 1	1		(3 hrs. per day)	2
	Shorthand 1	1		Radio 1	
	Shorthand 2	1		(3 hrs. per day)	2
	Typing 1	$\frac{1}{2}$	Mathe- matics	Math 3	1
	Typing 2	$\frac{1}{2}$		Math 4	1
	Office Practice	$\frac{1}{2}$		Math 5	1
				Solid Geometry 6B	$\frac{1}{2}$
English	English 3	1		Trigonometry 6A	$\frac{1}{2}$
	English 4	1		Business Arithmetic	$\frac{1}{2}$
	English 5	1	Music	Chorus	$\frac{1}{2}$
	English 6	1		Band	$\frac{1}{2}$
	Dramatics	1		Orchestra	$\frac{1}{2}$
	Journalism	1			
	Speech	1			
Foreign Language	Latin I	1	Phys. Ed. Girls		
	Latin II	1		(2 hrs. per week	
	Latin III	1		4 years)	1
	Latin IV	1		Boys	
	French I	1		(5 hrs. per week	
	French II	1		2 years)	1
	Spanish I	1	Science	Biology 4	1
	Spanish II	1		Chemistry	1
History	Ancient-Medieval 3	1		Physics 6	1
	Modern European 4	1	Social Science	Civics	1
	American 5	1		Economics	$\frac{1}{2}$
Home Economics	General 1	1		Sociology	$\frac{1}{2}$
	Advanced 2	1		Geography	$\frac{1}{2}$
	Vocational 3	1		Government	$\frac{1}{2}$

REQUIRED COURSES BY YEARS

1945-1950

ACADEMIC

NINTH GRADE

English I
Algebra I
Ancient History
Latin I (May take French
or Spanish 3rd & 4th yr.)
Physical & Health Education

TENTH GRADE

English II
Geometry
Biology
Latin II (May take French
or Spanish 3rd & 4th yr.)
Physical & Health Education

ELEVENTH GRADE

English III
U. S. History
Algebra II
French or Spanish (Optional
if completed Latin I & II)
Elect One

TWELFTH GRADE

English IV
French or Spanish (Optional
if completed Latin I & II)
Elect Two (or Three)

GENERAL

NINTH GRADE

English I
Algebra I
Elect two

TENTH GRADE

English II
Geometry or Alg. II
Biology
Elect One

ELEVENTH GRADE

English III
U. S. History
Elect Two

TWELFTH GRADE

English IV
Elect Three

COMMERCIAL

NINTH GRADE

English I
Algebra I
Ancient History or
Civics
Elect One

TENTH GRADE

English II
Geometry or Alg. II
Bookkeeping
Biology

ELEVENTH GRADE

English III
U. S. History
Shorthand I
Typing I
Elect One

TWELFTH GRADE

English IV
Shorthand II
Typing II
Office Practice
Elect One

COURSES
JUNIOR AND SENIOR HIGH SCHOOL
FOR CREDIT

1949-1950

ACADEMIC

Required

English 1, 2, 3, 4
Algebra 1, 2
Plane Geometry
Science (Biology)
Ancient & Medieval History
U. S. History
Foreign Language - 2 years
Physical & Health Education

English

Dramatics
Journalism
Speech

Mathematics

Solid Geometry
Trigonometry
Advanced Arithmetic

Social Science

Economics
Sociology
Geography
Government
History 4 (Modern European)

Science

General Science
Chemistry
Physics

Art

General Art
Art Appreciation
Art Specialization

GENERAL

Required

English 1, 2, 3, 4
Algebra 1, 2, or
Algebra I and Plane
Geometry
Science (Biology)
U. S. History
Physical & Health
Education

ELECTIVES

Vocational Work

Wood Shop
Machine Shop
Sheet Metal
Radio
Aeronautics

COMMERCIAL

Required

English 1, 2, 3, 4
Algebra 1, 2, or
Algebra I and Plane
Geometry or Bus.
Arith
Shorthand
Bookkeeping
Typing
Office Practice
Science (Biology)
U. S. History
Physical & Health
Education
History 3 or Civics

Foreign Language

(2 years of same
language)
French
Latin
Spanish

Commercial

Shorthand
Bookkeeping
Typing
Office Practice

Biblical History &
Literature 1 & 2

Home Economics

General Homemaking
Advanced Homemaking
Vocational Homemaking

Music

Theory
Chorus
Band
Orchestra

Industrial Arts

General Shop
Wood Shop
Mechanical Drawing

DURHAM HIGH SCHOOL
REQUIREMENTS FOR GRADUATION FOR ALL STUDENTS

	<u>NUMBER OF UNITS</u>	
English	4	
Mathematics	1	
Science	2	(One must be Biology and one may be Geography or Home Ec.)
Social Studies	2	(Civics and American History)
Physical Education	1	(Music, either chorus or band, may be substituted for Physical Education; One academic unit may be substituted by students with physical handicaps.)
Electives	7	
		<u>Credit in special fields</u>
		Physical Education $\frac{1}{2}$ unit per year
TOTAL UNITS	<u>17</u>	Music (Band or Chorus) $\frac{1}{2}$ unit per year

Maximum earnable units in various fields

Physical Education	2
Chorus	2
Band	2
Art	2
Machine Shop	6
Wood Shop	6
Mechanical Drawing	2
Bible	2
Home Economics	3
Distributive Ed.	6

<u>NINTH GRADE</u>
<u>Required (4)</u>
English I
General Math or
Algebra I
Civics
Physical Education
or Music
<u>Elective (1)</u>
General Science
Latin I
Art I

<u>TENTH GRADE</u>
<u>Required (3)</u>
English II
Biology
Physical
Education or
Music
<u>Elective (2)</u>
Algebra II
World History
Latin II
Art II
Bookkeeping I
Business Arith.
Bible I
Home Ec. I
Machine Shop
Wood Shop
Mechanical Drawing

<u>ELEVENTH GRADE</u>
<u>Required (3)</u>
English III
History III (Should
be taken in 10th
grade by D. E. Stud's)
Phys.Ed. or Music

<u>Elective (2)</u>
Plane Geometry
French I
Latin III
Spanish I
Geography
Chemistry
Shorthand I
Typing I
Bus. Arith
Bookkeeping II
Bible I or II
Home Ec. II
Machine Shop
Wood Shop
Mechanical Drawing
(I and II)
Distributive
Education
Art II or III
Dramatics
and Speech

<u>TWELFTH GRADE</u>
<u>Required (2)</u>
English IV
Phys. Ed. or Music
<u>Electives (3)</u>
Solid Geometry
and Trigonometry
Latin IV
French II
Spanish II
Economics and
Sociology
Government
Physics
Journalism
Shorthand II
Typing II
Office Practice
Bible II
Art III
Home Ec. III
Machine Shop
Wood Shop
Mechanical Drawing
Distributive
Education II

DURHAM CITY SCHOOLS

Courses offered and their value in units per year

<u>Groups</u>	<u>Courses</u>	<u>Units</u>	<u>Groups</u>	<u>Courses</u>	<u>Units</u>
Art	General I	1 1	Vocational Education		
	Appreciation II	1		Woodshop I	2
	Specialization III	1		Woodshop II	2
Bible	Bible I	1		Mechanical Drawing I	1
	Bible II	1		Mechanical Drawing II	1
				Machine Shop I	2
Commercial	Bookkeeping I	1		Machine Shop II	2
	Bookkeeping II	1		Distributive Education I	3
	Shorthand I	1		Distributive Education II	3
	Shorthand II	1	Mathematics	General Mathematics	1
	Typing I	1		Beginner's Algebra	1
	Typing II	1		Advanced Algebra	1
	Office Practice	1		Plane Geometry	1
Business Arithmetic and Business Law		1		Solid Geometry and Trigonometry	1
English I	English I	1	Science	General Science	1
	English II	1		Biology	1
	English III	1		Chemistry	1
	English IV	1		Physics	1
	Dramatics & Speech	1	Music	Pand or Chorus	$\frac{1}{2}$
	Journalism	1			
Foreign Language			Physical Education		
	Latin I	1			$\frac{1}{2}$
	Latin II	1			
	Latin III	1			
	Latin IV	1			
	French I	1			
	French II	1			
	Spanish I	1			
	Spanish II	1			
Social Studies	Civics	1			
	World History	1			
	American History	1			
	Economics and Sociology	1			
	Government	1			
	Geography	1			
Home Economics	General I	1			
	Advanced II	1			
	Vocational III	1			

(May also count as a unit in science)

DURHAM CITY SCHOOLS

Durham High School
C. E. Cooke, Principal
Durham, North Carolina

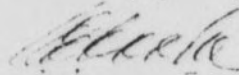
May 10, 1950

TO THE FORMER STUDENTS OF DURHAM HIGH SCHOOL:

Miss Cordle of our Commercial Department is sending out a questionnaire to you from the Commercial Department. She is interested in finding out the problems you have had in the past and the problems you are now having in personal typing.

I sincerely hope that you will answer the questionnaire that is being sent to you, for I believe that this will give Miss Cordle an opportunity to improve the service to future students of personal typing.

Sincerely yours,



C. E. Cooke

CEC/twh

DURHAM HIGH SCHOOL
Personal Typewriting Information Blank
May 1950

Maiden Name _____ Age _____

Married Name _____ Telephone No. _____

Address _____

If employed, give name of present employer _____

Type of business _____ Address _____

1. When did you take personal typewriting?

____ 1947-1948	____ First semester only	____ Sophomore year
____ 1948-1949	____ Second semester only	____ Junior year
____ 1949-1950	____ Both semesters	____ Senior year

2. If you did not take personal typewriting both semesters, why not?

____ Necessary to take some other course second semester
____ Graduated in January
____ Stopped school
____ Dissatisfied with grade
____ Transferred to another school

Other reason: _____

3. Is there a typewriter in your home? Yes _____ No _____ What make? _____

____ Standard	____ Elite type
____ Portable	____ Pica type

4. If you do not have a typewriter in your home, is there a typewriter available for your use? Yes _____ No _____ Where? _____ What make? _____

____ Standard	____ Elite type
____ Portable	____ Pica type

5. How much personal use do you make of the typewriter?

____ Much
____ Little
____ None

6. What are you doing now?

____ Attending high school	____ Attending business school
____ Attending college	____ Working

Other: _____

7. Check business courses which you took in high school or are now taking in high school:

____ General business	____ Shorthand I
____ Bookkeeping I	____ Shorthand II
____ Bookkeeping II	____ Secretarial practice
____ Business arithmetic	____ Typewriting (other than personal)
____ Business law	Other: _____

PLEASE RETURN TO: Miss Ruth Cordle, Durham High School, Durham, North Carolina

8. Are you now employed? Yes _____ No _____
If yes, did your ability to type help you secure your job? Yes _____ No _____
_____With only the training obtained in personal typewriting in Durham High
School

After additional training in typewriting elsewhere. Where?

Business school

Night school

Other:

9. If you are not now employed, but have held a job, did your ability to type help you secure a job? Yes _____ No _____

____ With only the training obtained in personal typewriting in Durham High School

After additional training elsewhere. Where?

Business school

Night school

Other:

10. Check the kind or kinds of work you have done or are now doing:

 Bookkeeping

Filing

General office work

Machine transcription

Messenger

Office boy

Sales work

Typing

Operating machine (what kind?) _____

Other: _____

11. The items listed below are those usually covered in a one-year typewriting course. In the first three columns please check the uses you have made of typewriting. In column 4, please use the code letters given below to

Indicate whether, from your experience, you think:

More class time should be spent--M

Same class time should be spent--S

Less class time should be spent--L

No class time should be spent-- N

<u>Item</u>	1	2	3	4
	Personal Use	On Job	Outside Work for Pay	Amount Class Time
Outlines.	—	—	—	—
Poetry.	—	—	—	—
School homework	—	—	—	—
Radio scripts, play scripts	—	—	—	—
Bibliographies.	—	—	—	—
Manuscripts without footnotes, such as short themes, class notes, book reports, articles for newspaper or annual	—	—	—	—
Manuscripts with footnotes, such as long themes, term papers, theses . .	—	—	—	—

Item	1	2	3	4
	Personal Use	On Job	Outside Work for Pay	Amount Class Time
Personal letters, such as friendly letters, notes, invitations, acceptances, regrets	—	—	—	—
Personal business letters	—	—	—	—
Lists, such as shopping, names, etc.	—	—	—	—
Copying of legal documents, such as wills, deeds, contracts.	—	—	—	—
Club work, such as minutes of meetings, agenda, notices of meetings, programs, announcements, write-ups for paper	—	—	—	—
Program booklets.	—	—	—	—
Menus, recipes.	—	—	—	—
Labels.	—	—	—	—
Index cards	—	—	—	—
Postal cards in quantity.	—	—	—	—
Envelopes in quantity	—	—	—	—
Telegrams in duplicate or triplicate.	—	—	—	—
Copying from rough draft.	—	—	—	—
Charts and graphs	—	—	—	—
Mailing lists	—	—	—	—
Form letters				
Typing form letters.	—	—	—	—
Filling in form letters.	—	—	—	—
Financial reports, such as treasurer's report, profit and loss statement, balance sheet, pay rolls, reconciliation of bank statement.	—	—	—	—
Simple tabulations.	—	—	—	—
Stencils for mimeographing, master copies for other duplicating	—	—	—	—
Application and data sheet.	—	—	—	—
Composition at the typewriter	—	—	—	—
Dictation taken at the machine.	—	—	—	—
Transcription of dictating machine records.	—	—	—	—
Filling in of prepared forms, such as checks, receipts, invoices, statements	—	—	—	—
Business letters				
Full block style	—	—	—	—
Modified block style	—	—	—	—
Indented style	—	—	—	—
Hanging indention style.	—	—	—	—
"Simplified" style	—	—	—	—
Interoffice communications	—	—	—	—
Two-page letters	—	—	—	—
Other letter forms: _____	—	—	—	—

12. A. Add other items not listed above. _____

B. What kinds of practice would you suggest for the items you listed in 12A? _____

Durham High School
Durham, North Carolina
May 30, 1950

Dear Former Pupil:

About two weeks ago I mailed you a letter and a personal typewriting information blank and requested that you fill out the blank and return it to me; at the present time, I have not yet received your reply.

I am sending a copy of the information blank to each pupil who has studied personal typewriting and am receiving replies daily.

The information given in the information blank will be used in planning the course in personal typewriting so as to make it more valuable to future pupils. Your help will be greatly appreciated.

I am enclosing another blank in case the other has been mislaid or did not reach you.

Sincerely yours,

Ruth Cordle

(Miss) Ruth Cordle

Enclosure